DOCUMENT RESUME

ED 359 970 IR 054 601

AUTHOR	Brewer, Julie, Comp.
TITLE	Internship, Residency, and Fellowship Programs in ARL Libraries. SPEC Kit 188.
INSTITUTION	Association of Research Libraries, Washington, D.C. Office of Management Services.
REPORT NO	ISSN-0160-3582
PUB DATE	Oct 92
NOTE	129p.
AVAILABLE FROM	Association of Research Libraries, Office of Management Services, 21 Dupont Circle, Suite 800, Washington, DC 20036 (members, $25; non-members, $40; shipping, U.S. $5.50, Canada $6.50, other countries $15; prepayment required).
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Academic Libraries; Career Development; *Fellowships; Field Experience Programs; Graduate Students; Higher Education; *Internship Programs; *Library Education; Library Surveys; Minority Groups; Professional Associations; Questionnaires; *Research Libraries; *Work Experience Programs
IDENTIFIERS	*Association of Research Libraries

ABSTRACT

Over the years academic libraries have developed various field experience models to supplement traditional library education and provide career development and advancement. To assess the availability of internship, residency, and fellowship programs among its members, the Association of Research Libraries (ARL) conducted a survey of its membership in 1992. The importance of practical learning in a library situation is reflected in the number of well-established graduate internship programs. Eighteen libraries had internship programs, and others had field experience programs. Eleven libraries had residency programs, seven of which required minority status. Two libraries responded with details about midcareer fellowship programs, and other fellowships were coordinated by professional agencies and associations. Field experience opportunities are highly individualized, a fact supported by the included descriptions of eight internship programs, seven residency programs, two fellowship programs, and two related programs. A list of 12 selected readings and the survey instrument are provided. Flyer 188 is included, which summarizes the kit. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 188

Internship, Residency, and Fellowship Programs in ARL Libraries

October 1992

ED359970

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
C.A. Mandel
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES

IR057001
BEST COPY AVAILABLE

SPEC: A PUBLICATION SERIES FOR LIBRARY STAFF

Editor.....**C. Brigid Welch**, Senior Program Officer for Information Services

Production Manager.....**Annette C. Verna**, Publications Assistant for Marketing and Production

Sales Manager.....**Gloria S. Haws**, Publications Assistant for Customer Service

PUBLISHED 10 TIMES PER YEAR

The Systems and Procedures Exchange Center (SPEC) gathers, analyzes, and distributes information on the management of human and material resources in libraries today. Established in 1973, SPEC serves as a central exchange among ARL members for information useful for strengthening library operations and programs. Through survey and review processes, SPEC gathers valuable information on current library issues, trends, and management techniques. The goals of the SPEC program are to identify expertise and encourage its exchange among library professionals, promoting experimentation, innovation and improved performance in the field of library management.

Join more than 450 academic, public and special libraries
START A SPEC SUBSCRIPTION TODAY!

SPEC Kits contain:
Survey Results
Policy Statements
Handbooks
Manuals
Cost Studies
User Studies and Results
Procedural Statements
Planning Materials
Issue Summary
Selected Reading Lists

Topics include:
Access to Electronic Files
Catalog Microreproductions
Development and Fundraising Activities
Faculty Status for Librarians
Flexible Work Arrangements
Interlibrary Loan Operations
Online Database Printing Issues
Performance Appraisal of Collection Development Librarians
Processing Government Documents
System Migration

ORDER INFORMATION

SPEC subscriptions are available directly from the Systems and Procedures Exchange Center, Office of Management Services, Association of Research Libraries, Washington, DC or through library vendors and subscription agents. For more information, contact the OMS Publications Department at (202)232-8656 Fax(202)462-7849.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 188

Internship, Residency, and Fellowship Programs in ARL Libraries

October, 1992

INTRODUCTION

Over the years academic libraries have developed various field experience models to supplement traditional library education and provide career development and advancement opportunities. Internship programs provide structured field experiences for students to test their knowledge, skills, and interests. Post-graduate residency programs provide opportunities for talented new librarians to examine various career opportunities. Mid-career fellowship programs allow highly-motivated, experienced librarians alternative developmental opportunities and access to management positions.

In order to assess the availability of internship, residency, and fellowship programs among its members, ARL's Office of Management Services conducted a survey of its membership in the fall of 1992. SPEC Kit 188, *Internship, Residency, and Fellowship Programs in ARL Libraries*, reports on survey results and describes existing models of internship, residency, and fellowship programs in ARL libraries. Two alternative field experience models are included because they resemble the design and objectives of the programs defined in the survey. They will be of interest to libraries interested in providing broader experiential opportunities to existing staff.

SURVEY RESULTS

As models for field experience programs have evolved so has the language used to describe them. For the purposes of this survey definitions were adapted from the ALISE *Guidelines for Practices and Principles in the Design, Operation, and Evaluation of Post-Master's Residency Programs*. An **internship program** is defined as a structured pre-professional work experience that takes place during graduate coursework or after coursework but preceding the degree. A **residency program** is defined as a post-degree work experience designed as an entry-level program for professionals who have recently received a graduate degree. A **fellowship program** is defined as a mid-career experience for those with some professional experience interested in developing a specialty or improving management skills.

Internship Programs. The continuing importance of practical learning in library education is reflected in the number of well-established graduate internship programs. Eighteen libraries responded that they had internship programs; several other libraries noted that they have provided field experience for library school students on an ad hoc basis, usually at the request of a graduate student. Most libraries host just one or two interns at a time. Six of the responding libraries host more that five interns at a time. Most internships are designed for a duration of one semester, but many of these may be extended up to two years.

More than half of the responding libraries indicated that their internship program was intended to fulfill the following organizational objectives: to provide a variety of work experiences; to supplement staff in day-to-day operations; to assist staff in completing special projects; and to provide specialized training, such as cataloging, archival management, preservation, oral history, publications, and community regional history.

More than half of the responding libraries indicated that they provide the following training and development opportunities for interns: observation and participation in day-to-day operations; assignment of special projects; and regular meetings with a supervisor or mentor.

Fifteen of the eighteen libraries pay interns for their field experience. Most of the internship programs are funded from existing library operating budgets.

Few formal evaluation measures were reported. Some programs have developed evaluation forms to gather input from interns and supervisors, but most feedback is collected verbally. Other programs leave evaluation up to the library school if the internship is for credit. Informal measures such as completion of an MLS degree, completion of special project(s), participation in meetings, involvement in professional organizations, or receipt of special awards and honors for work produced during an internship were also suggested.

Libraries with internship programs note that adequate resources need to be invested in recruitment, mentoring, and training to ensure success. Assisting minority interns to develop contacts with other professionals of their ethnic

background was an interest in one program. It was hoped that these contacts would reduce potential isolation and aid in building support networks. Another internship program stressed the importance of specific projects and a combination of structured and unstructured time. Communicating clear objectives and expectations to everyone involved was also stressed.

Residency Programs. Eleven libraries indicated that they had residency programs. (One of the responding libraries noted that the program will be discontinued due to budget priorities.) Minority status is an eligibility requirement in seven of the programs. Five of these are less than five years old.

Two responding libraries indicated that just one resident participates in the program at a time. Six libraries support two residents at a time. Two libraries support more than five residents at a time. Most programs with more than one participant stagger the start dates so there are some residents in their first year and others in their second year. Two of the resident programs are planned for one year duration. The other nine are two-year programs.

Organizational objectives for the residency programs vary. Providing a variety of work experiences and recruiting residents into academic or research librarianship were the two most frequent purposes cited. The intent of more than half of the libraries is to provide specialized training. Preservation is the focus of one of the programs. Five libraries indicated the residency program assists in recruiting and accessing potential employees. Other organizational objectives include recruiting minorities, supporting professional research, providing a "fast-track" into academic librarianship, and enhancing professional visibility.

All residency programs provide substantial training and development opportunities. Most support observation and participation in day-to-day operations; assignment of special projects; regular meetings with a supervisor or mentor; in-house seminars, workshops, and programs; travel to local, regional, and national seminars, workshops, programs, and professional meetings. Seven programs allow residents to serve on committees. Only four of the eleven programs use directed readings as a regular part of the residency.

All responding libraries pay their residents. Salaries range from $24,000 to $34,000 matching the entry-level professional salaries at their institutions.

Nine of the residency programs are funded or partially funded from existing library operating budgets. Five of these programs are supplemented by the parent institution (e.g., through the Office of the President). All five programs with combined funding also require minority status. One residency program is funded with a special endowed library fund. Another program is funded through a private foundation.

The responding libraries provided a variety of suggestions for evaluating the success of resident programs. The most frequent suggestion was to gather input from the resident and the library staff with whom the resident works. Other libraries evaluate performance of the resident with the same annual performance appraisal process used for other professional library staff. A number of programs consider the resident's employment in a full-time permanent position upon completion of the residency a success. Other criteria for measurement include the research and preparation of one journal article, essay, bibliography, or other writing for the professional literature; proficiency or employment of a specific skill or technique; active involvement on a national committee; or development of a unique special service to one of the university's underrepresented populations.

One respondent noted that it has been difficult to evaluate what effect the minority residency program has had on diversity awareness in the library. Another respondent valued the new professional perspectives residents bring to the library, giving it a constant sense of renewal. The importance of communicating organizational advantages of the residency program to library staff was also stressed so they understand the value of their contributions.

Fellowship Programs. Two libraries, Cornell University and the National Library of Canada, responded with details about mid-career fellowship programs. Other fellowship programs are coordinated by professional associations and agencies rather than individual institutions. The Council on Library Resources Academic Library Management Intern Program and the American Library Association Library Fellows Program are two examples.

ISSUES AND TRENDS

By nature, field experience opportunities such as internship, residency, and fellowship programs are highly individualized. The interests, skills, and previous experiences of program participants vary greatly. The specific needs, priorities, and resources available at each institution also differ. So many variables make program comparison and evaluation difficult. More information is needed from the perspective of past program participants to better understand the quality of field experience programs and how they contribute to professional and career development. With the recent increase of programs targeted to minorities, understanding career development patterns and recruitment is especially important. The combination of graduate internships with post-graduate residencies in two programs is a very new development that also deserves understanding.

This Kit and Flyer was compiled by Julie Brewer, Senior Assistant Librarian, University of Delaware, and was prepared as part of the OMS Collaborative Research/Writing Program.

SPEC Flyer Copyright © 1992 by the Association of Research Libraries, Office of Management Services. This SPEC Flyer may not be reproduced in any form without permission from the publisher.

SPEC Kits (ISSN 0160 3582) are available mainly by subscription. Individual back issues may be purchased from the Office of Management Services, 1527 New Hampshire Ave., NW, Washington, DC 20036. Pre-payment is required. (ARL members may be billed.) Payment must accompany order. Price includes library rate postage if shipped in the United States. For orders shipped UPS, add $5.00 per issue. All orders to Canada must add $5.00 per issue for shipping and handling. All shipments to countries other than the United States and Canada must add $10.00 per issue for shipping and handling.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 188

Internship, Residency, and Fellowship Programs in ARL Libraries

October 1992

Table of Contents

Survey 1

Internship Programs

University of Alberta and Others
Prairie Libraries Summer Internship Program 3

University of Chicago
Cataloging Department Intern 9

University of New Mexico Center for Southwest Research
Internship Program 11
Graduate Level Internships 19

University of Pennsylvania
Internship Programs 21

State University of New York at Buffalo
Minority Librarian Internship Program 27

State University of New York at Stony Brook
Minority Internship/Scholarship in Library and Information Sciences 29

University of South Carolina
Cooper-Davis Minority Fellowship 31

Syracuse University
IST Internship Program Guide 37

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

Residency Programs

ALISE Guidelines for Practices and principles in the Design, Operation, and Evaluation of Post-Master's Residency Programs 67

University of California
Library Residency Programs 71

Cornell University
Residence Program for Minority Librarians 73

University of Delaware
Library Minority Residency 75
Minority Resident Rotation Evaluation Guidelines 77

University of Illinois at Chicago
Academic Resident Librarian Program 79
First-year Resident Librarian's Professional Development Seminars 81

University of Michigan
Research Library Residency at the University of Michigan 83

Ohio State University
Minority Librarian Internship 89

Fellowship Programs

Cornell University
Visiting Fellow Program for Minority Librarians 93

National Library of Canada
The Fellow's Program 95

Other Related Programs

University of Illinois at Chicago and Others
Joint Professional Development Program 101

University of Nebraska at Lincoln
Library Internship Policy 105

Selected Readings 111

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SURVEY

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
202-232-8656 FAX 202-462-7849

TO: SPEC Liaisons

FROM: C. Brigid Welch, Program Officer for Information Services
Julie Brewer, University of Delaware Library

DATE: October 2, 1992

SUBJECT: SPEC survey on internships, residencies, and fellowship programs

This SPEC survey is designed to gather data and information on internships, residencies, and fellowship programs in ARL libraries. For the purposes of this survey please refer to the following definitions:

INTERNSHIP - structured pre-professional work experience which takes place during graduate course work or after course work but preceding the degree.

RESIDENCY - post-degree work experience designed as an entry-level program for professionals who have recently received a graduate degree.

FELLOWSHIP - mid-career experience for those with some professional experience interested in developing a specialty or improving management skills.

A survey form is enclosed for each of the three types of programs being examined. Using the definitions above please complete a form for each type of program presently hosted by your library.

In addition to responding to the enclosed surveys, please include copies of documentation relating to the programs described. If the answer to a question is already included in the documentation, refer to the materials by page number in place of writing an answer. Separate sheets of paper may also be attached if there is not enough room for you to adequately answer in the space provided. Please return survey responses and documentation by November 6, 1992 to: Julie Brewer, University of Delaware Library, Newark, Delaware 19717-5267.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

INTERNSHIP PROGRAMS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

ARL/OMS INTERNSHIP SURVEY

Library/Institution _____

Contact Person _____

Title _____ Telephone _____

*****

For the purposes of this survey "internship" is defined as a pre-professional program.

*****

1. How many years has your library had an intern program? _____

2. How many interns participate in the program at one time? ____

3. How many interns have participated in the program to date? __

4. How many interns have subsequently been offered permanent positions in the library? _____

5. What is the intended duration of an internship?
   ___ one semester (4 months or less)
   ___ one academic year (9 months or less)
   ___ one calendar year (12 months)
   ___ two calendar years (24 months)
   ___ other (please describe) _____

6. What are the primary organizational objectives in supporting the intern program? (check all that apply)
   ___ to provide a variety of library work experiences
   ___ to provide specialized training in one area such as cataloging, reference, or preservation (please identify area of specialization) _____
   ___ to supplement staff in day-to-day operations
   ___ to assist staff in completing special projects
   ___ to recruit/assess potential employees for your library
   ___ to recruit interns into academic/research librarianship
   ___ other (please describe) _____

7. What are the eligibility requirements for participating in the intern program? (check all that apply)
   ___ enrollment in a MLS program
   ___ completion of one year in a MLS program
   ___ enrollment in a MLS practicum/fieldwork course
   ___ minority status (please define) _____
   ___ general interest in library experience and training
   ___ interest in specialized training (such as cataloging, reference, or preservation)
   ___ previous specialized education or training (please define) _____
   ___ other (please describe) _____

8. How are interns recruited? (check all that apply)
   ___ through a MLS practicum/fieldwork course
   ___ through a library school placement office
   ___ through established employment practices
   ___ through a nomination process
   ___ other (please describe) _____

9. What types of training/developmental opportunities are provided? (check all that apply)
   ___ observation/participation in day-to-day operations
   ___ assignment of special projects
   ___ directed readings
   ___ regular meetings with supervisor/mentor
   ___ committee service
   ___ in-house seminars, workshops, programs
   ___ travel to local and regional seminars, workshops, programs, and professional meetings
   ___ travel to national seminars, workshops, programs, and professional meetings
   ___ other (please describe) _____

10. Are interns paid for their work?
   ___ yes (please record an hourly or annual rate) $_____
   ___ no

11. How is the intern program funded? (check all that apply)
   ___ from existing library operating budget
   ___ from special/endowed library funds
   ___ by separate funds from parent institution
   ___ by library school
   ___ other (please describe) _____

12. What is the annual budget for the intern program? $ _____

13. How is the success of the intern program measured?

14. What other comments would you share with ARL libraries designing new intern programs?

*****

Please return survey responses and related documentation by November 6, 1992 to: Julie Brewer, University of Delaware Library, Newark, Delaware 19717-5267.

PRAIRIE LIBRARIES SUMMER INTERNSHIP PROGRAM
May - August 1992

Applications are invited for positions in the Prairie Libraries Summer Internship Program. Approximately 10 positions will be open, subject to the availability of funding at participating institutions, at libraries in Calgary, Edmonton, Lethbridge, Regina, Saskatoon, and Winnipeg.

The Prairie Libraries Summer Internship Program has been established to provide a productive and educational work experience for students of librarianship from as many Canadian schools as possible. The venture is intended to be mutually beneficial to the interns and the libraries involved. Each position will include a variety of special project assignments designed to provide exposure to several different aspects and/or areas of librarianship.

Each applicant must be enrolled as a continuing student in a Canadian library school. New graduates are not eligible. Educational background, demonstrated skills, and previous work experience will be taken into consideration, particularly as they relate to specific projects planned. However, no preference will be given to those with previous library experience as that would be contradictory to the aim of the program.

Although there will be some variations in wages, benefits and working conditions at different libraries, a minimum hourly wage of $12.00 plus vacation pay, has been set. Successful candidates will be responsible for their own transportation and accommodations. Local libraries may be able to provide information on low cost accommodations.

Applications should be submitted by ***24 February 1992****. A separate application must be sent to the co-ordinator in each city to which the candidate wishes to apply. Selection committees will attempt to complete their work by 23 March 1992. The duration of each position is May through August. The following documents and information are required:*

1) *completed application form**
2) *letter of application*
3) *curriculum vitae*
4) *work-related self-assessment*
5) *names (addresses and telephone numbers) of two referees*

**(Note: A telephone number at which messages may be left for the applicant during regular working hours [9 a.m. - 5 p.m.] is essential. If that phone will be answered only <u>part</u> of that time, please specify the hours.)*

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

Communications regarding specific applications should be addressed to the co-ordinator for the city concerned. For general inquiries about the program, contact Christine Hayward, University of Calgary Libraries, telephone: (403) 220-7270.

PRAIRIE LIBRARIES SUMMER INTERNSHIP PROGRAM
POSITIONS 1992

NOTE: All positions listed are subject to the availability of funding at the participating institution.

CITY	INSTITUTION	POSITIONS
CALGARY	University of Calgary Libraries	1
EDMONTON	Edmonton Public Library	2
	University of Alberta Libraries	2
LETHBRIDGE	University of Lethbridge Library	1
REGINA	Saskatchewan Indian Federated College	1
	Saskatchewan Legislative Library/University of Regina (combined position)	1
SASKATOON	University of Saskatchewan Libraries	1
WINNIPEG	University of Manitoba Libraries	1

Position descriptions and/or any additional information about the positions supplied by the participating libraries have been recorded on a separate document. A copy of that information should be available from the office of your library school.

1992 PRAIRIE LIBRARIES SUMMER INTERNSHIP PROGRAM

Application Form

Prairie City: _____

Name of Applicant: _____

Address: _____

_____

Phone Number: _____

Message Phone Number: _____

Name of School: _____

Institutional Preferences
(within a city, in order)

1. _____
2. _____

Principal Areas of Interest:

1. _____
2. _____
3. _____
4. _____

Note all participating cities to which you have applied, in order of preference

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I am interested in house-sitting opportunities, if available: _____

_____ _____

(signature (date)

Please send a completed copy of this application form, plus:

- a letter of application
- your curriculum vitae
- a work-related self-assessment
- names (addresses & phone numbers) of two referees

to the **Prairie Libraries Summer Internship Program, c/o the appropriate address(es), as follows:**

Calgary:
Mary Kelly
Library Administration
University of Calgary Libraries
2500 University Drive NW
Calgary, Alberta T2N 1N4
FAX: (403) 282-1218

Edmonton:
Tina James
Library Administration
Cameron Library
University of Alberta
Edmonton, Alberta T6G 2J8
FAX: (403) 492-8302

Lethbridge:
Barbara Marshalsay
Acting University Librarian
University of Lethbridge Library
4401 University Drive
Lethbridge, Alberta T1K 3M4
FAX: (403) 329-2022

Regina:
Cicely Pritchard
Library Administration
University of Regina Library
Regina, Saskatchewan S4S 0A2
FAX: (306) 585-4878

Saskatoon:
Jessie S. Kurtz
Personnel Officer
University Library
University of Saskatchewan
Saskatoon, Saskatchewan S7N 0W0
FAX: (306) 966-6040

Winnipeg:
Linda C. Lassman
Executive Assistant (Personnel)
University of Manitoba Libraries
The University of Manitoba
Winnipeg, Manitoba R3T 2N2
FAX: (204) 261-1515

NOTE: Send a separate form, with attachments, to each city to which you wish to apply. You may make as many copies of the form as you require. It is not necessary to copy this side.

Applications should be submitted by **24 February 1992.**

PRAIRIE LIBRARIES SUMMER INTERNSHIP PROGRAM
POSITION DESCRIPTIONS - 1992

CALGARY:

University of Calgary Libraries (1 position)

~ A variety of projects, including both technical and public service activities, will be provided. Specific projects have not yet been defined.

EDMONTON:

Edmonton Public Library (2 positions)

~ Interns will participate in the Excellent Adventure Book Club, a summer remedial reading program to help reluctant readers in elementary school change their attitude about reading and improve reading skills.

University of Alberta Libraries (2 positions)

~ Specific projects have not yet been defined, although one position will focus on public services and the other will focus on technical services. A variety of activities will be included with each position.

LETHBRIDGE:

University of Lethbridge Library (1 position)

~ Reference/Projects Assistant: The individual will spend approximately one-half of the time on the reference desk, providing information service to students and faculty. Arrangements will be made for the individual to spend some work time in each area of the Library, as well as time in the Curriculum Laboratory. Projects may include: evaluation of collections; evaluation of donations; compilation of bibliographies; some involvement with microcomputer applications.

REGINA:

Saskatchewan Indian Federated College (1 position)
Location: Regina (University of Regina Campus)

~ The Saskatchewan Indian Federated College Library is a Native Studies library encompassing Indian, Inuit, and Metis Studies in North, Central and South America. The College offers programs in Indian Studies, Indian Education, Indian Social Work, Administration and Science. Projects may include but are not limited to, minimal cataloguing of a children's literature collection, minimal cataloguing of the video collection, newspaper/journal indexing, serial maintenance, reference, and collection development in a subject area. Working for the SIFC library for the summer would provide a unique opportunity to develop skills and knowledge in the growing field of Native Studies.

University of Regina Library/Saskatchewan Legislative Library (1 position)

~ The University of Regina Library requires the services of a library school intern during the months of May and June. The intern will be employed by the Legislative Library, Regina during July and August. Both libraries have the NOTIS library automated system in place, and projects may include, but not be limited to, work to improve the accuracy of the online public catalogue.

At the University of Regina the intern may be asked to assist in a partial serials inventory, and catalogue a number of collections (i.e. the School Demonstration Library Collection in Dewey; the phonograph collection at the Fine Arts Branch Library) that are not included in the OPAC in their entirety.

At the Legislative Library the project is to begin to integrate the non-government materials removed from the old government publications files with the rest of the non-government collection. The intern will gain experience in using the NOTIS system in a consortium environment to locate and derive catalogue records. S/he will also assign cutter numbers and may do full Dewey classification. The intern will also check to see that all access points in the derived records are consistent with this library's authority file. S/he will also locate and remove from the old card catalogue all cards for those items added to the NOTIS file.

SASKATOON:

University of Saskatchewan (1 position)

~ A variety of projects, including both technical and public service activities, will be provided. Specific projects have not yet been defined.

WINNIPEG:

University of Manitoba (1 position)

~ The intern will be working for 6 weeks in the Collections Management and Preservation area, assisting the Coordinator, Collections Management, to develop procedures for handling a large gift collection, and assisting the Coordinator, Preservation, in the preparation of documentation for the UML Collections Recovery Manual and for a manual for in-house repair policies and procedures. The remaining 11 weeks of the program will be spent in the Science Library, where the student will work at the reference desk, undertake a collection maintenance project, and undertake an evaluation project for specific portions of the reference collection.

The University of Chicago Library
Cataloging Department

CATALOGING DEPARTMENT INTERN

Available for one to two years from appointment

Classification: GSA III

Salary range: _____

The purpose of this internship is to expand the applicant pool for entry-level professional positions in technical services by giving a future or beginning professional substantial exposure to cataloging operations through practical training. Most of the work will take place in Cataloging, but some time may also be spent in Serials Cataloging. The position responsibilities will include rotation through the Department in order to learn about the work of different sections by taking part in that work, as well as responsibility for the execution of one or more special projects related to the Cataloging Department's major goals. In addition, the intern will spend 12 hours per week acting as administrative assistant to the Assistant Director for Technical Services.

This position is intended for library school students or recent library school graduates who have taken cataloging and classification courses and have demonstrated interest in technical services as a career, but have not had practical work experience in the field. Thus an MLS, or current enrollment in an MLS program, knowledge of at least one foreign language, coursework in cataloging, and demonstrated interest in a technical services career are prerequisites for all applicants.

Technical Services processing

The main assignment, 25.5 hours per week, will be to projects in Bibliographic Control and Original Cataloging which contribute to the Cataloging Department's long-term priorities: retrospective conversion and the elimination of unprocessed arrearages. The first half of the internship will be spent in Bibliographic Control and Authority Control. Here the intern will work with cataloging copy from LC and utilities, and learning about principles and practice of authority control and bibliographic control. The work would include both basic copy cataloging and advanced copy cataloging of material from Special Collections. The latter part of the internship will be spent in Original Cataloging, doing original cataloging and obtaining an overview of national coordinated cataloging activities. Wherever possible the specific work assigned to

the intern will be matched to the aptitudes, language knowledge and interests of the intern.

The intern will report to the Head of Cataloging but will also be supervised by others as appropriate in the course of the daily work. The Head of Cataloging will expect to spend 3 hours per week with the intern providing background information about cataloging functions and involving him or her in any professional activities relevant to technical services. He/she will attend meetings as a member of the professional staff and may also join the Cataloging Policy Committee as a guest.

Technical Services administration

The intern will spend 1/3 of his/her time, or 12 hours per week, working for the Assistant Director for Technical Services as her personal assistant. Activities will include statistical projects to quantify technical services work, file organization and maintenance, and asssisting in survey research to examine the technical services practices of other research libraries.

INTERNSHIP PROGRAM

The internship program with the Center for Southwest Research (CSWR) is structured to give the student applied training in scholarly research and library skills development. Applied training internships are designed so that students will work with staff and faculty to gain a richer knowledge of the academic library system at UNM. The program provides an avenue for students to expand their academic research skills, develop a working relationship with library staff and faculty, and the opportunity to contribute to or produce in-house publications such as guides and bibliographies.

Mentoring those individuals attempting to expand their academic skills and experiences are a priority. Students that have the opportunity to produce scholarly papers, guides, and bibliographic reference works will provide invaluable experience in academic research, fulfill the research needs of their field, and add to the UNM General Library's research capabilities.

The following are requirements that must be meet by those accepted into the Center for Southwest Research's Internship program:

A. Students will make arrangements to meet with the project supervisor(s) once a month or as instructed. **It is the responsibility of the student to make and keep appointments.**

B. Students will write a proposal of the project they are interested in pursuing at the CSWR.

C. Students are responsible for fulfilling all contractual agreements with the CSWR and with their academic supervisor.

D. Incompletes will not be considered.

E. Students progress will be evaluated at mid-term and the end of the semester by the project supervisor.

General Library
University of New Mexico
Albuquerque, New Mexico 87131-1466
(505) 277-6451

The proposal should consist of the following information:

1. Introduction
   a. What kind of applied training do you want to receive at the Center for Southwest Research?
      (1) Are you interested in oral histories, archival management, compiling a bibliographic source, etc.?
   b. Who is your faculty supervisor?
      (1) What is their department?
      (2) What is their phone number?
      (3) The course name and number?
   c. Who is your CSWR project supervisor?
      (1) What is their department?
      (2) What is their phone number?
      (3) What will their function be in the project?
2. Proposal Context
   a. What is your field of interest?
      (1) Why is this important to your field of interest?
   b. How would it fill the gaps in what is now available to researchers?
   c. Is there a guide or other source right now?
      (1) Does it need to be updated?
      (2) Does it include all possible sources of interest to a researcher?
3. Literature Review
   a. What research have you done on the topic?
      (1) Reference books?
      (2) Bibliographic search?
      (3) Archival search?
      (4) Oral Histories?
   b. What has come about that you concluded there was a need for this internship?
4. Methodology
   a. Will you be doing a library research project, a search of primary source materials, oral histories, etc.? Why?
5. Analysis and Interpretation
   a. How does it add to the field? Please elaborate.
6. Final Product
   a. Will there be a guide book, bibliography or paper as a result of your internship?

Sample

INTERNSHIP PROPOSAL

NAME:
SSN:
ADDRESS:
PHONE:

I would like to propose an internship with the Center for Southwest Research under the academic supervision of Tania Romalho, PhD, Associate Director of the Women's Studies Department and with the project supervised by Rose Diaz, Associate Director, of the Center for Southwest Research for the purpose of compiling and editing for publication (within UNMGL) a sourcebook on women in primary sources within the Manuscript Archives of the Center for Southwest Research, UNM.

THE PROBLEM

I submit that there are three problems that I would address within the confines of this research internship.

1) There are presently 510 processed archives accessable to researchers, of these 510 archives only 65 are identified as pertaining to, collected by, or donated by women.
2) To find women in the Manuscript Archives, a researcher must laborously go through all of the inventory lists for all of the archives. But, also, the researcher must make a physical check for documents pertaining to women in the archives due to the inconsistency of inventorying styles used by the different archivists over the years.
3) Preservation and conservation of records is a obvious concern of the library, as such, I would like to address with my research the need to make accessible to the researcher primary documents for their work while limiting unnecessary handling of those rare and valuable documents.

THE HYPOTHESES

It is my contention that there are several "hidden" women in the Manuscript Archives of the Center for Southwest Research. At present there is no single source that a researcher may go to in order to locate information on women in primary sources at the Center for Southwest Research.

From a preliminary check of the archives I have found ample evidence that there are several references to women within the Manuscript Archives.

END PRODUCT

As a result of my research, I would produce a sourcebook on women in primary sources at the Center for Southwest Research. This sourcebook would be organized by subject, and by alphabetic order, for easier access by both student and faculty researchers.

May 10, 1991

To: Tania Ramalho, Women's Studies Faculty Consultant

From: RD Rose Diaz, Assoc. Director, CSWR Intern Project Supervisor

Re: - Spring 1991 - Independent Field Work Project

has successfully completed her independent field work project as an intern in the Center for Southwest Research. Her project, "Guide to Women's Primary Source Documents in the Center for Southwest Research", is a landmark work toward making women's primary source materials available for continuous research.

Her focus on women for this guidebook is timely for several reasons:

1. Increased awareness of women's roles in Southwestern history and culture.

2. Increased research requests for information on women's primary source documents.

3. Collection development and donor relations efforts will be enhanced because of this guide.

Throughout this project, exhibited good judgement, excellent analytical and interpretive skills and a tremendous motivation toward goal setting and reaching stated objectives. exhibits a rare talent for academic research at the undergraduate level. Areas of research enhancement and professional growth have included:

1. A clear understanding of working in an archival research capacity.

2. Development of skills which will aid her personal and professional research interests.

3. Building a strong bibliographic foundation for her future work in women's community building activities and research on feminist thought and organizational development.

General Library
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-6451

This project was extremely successful. The Center for Southwest Research will publish this first volume as a major sourcebook for our collection. This publication also reflects our commitment to mutually beneficial projects which can be sustained through quality applied training programs, especially internships. I am pleased to report that this will be her second publication for our Center. This latest guide will be available for distribution by December 1991.

It was a pleasure working with and in consultation with the Women's Studies faculty. I look forward to the development of future projects with your interns.

Project evaluation: SUPERIOR Recommended Grade: A+

UNDERGRADUATE STUDENT INTERNSHIPS
Semester Contract

The University of New Mexico General Library's - Center for Southwest Research (CSWR) welcomes students to apply for student internships which provide specialized applied training opportunities.

Appropriate departmental faculty, CSWR supervisors and interns discuss the range of possibilities and available projects from which to draw their training. Grades will be assigned based on the provisions stated in the contract. Failure to meet the stated project work and goals will result in the severest grade penalties possible.

Please make every effort to abide by the contract guidelines.

PROJECT GUIDELINES

1. **Submit Proposal - attach copy Date**_____
   recommended changes (if necessary) completed date:_____

2. **Standard Hours for Internship:**_____
   How will student accommodate these hours:

3. **Fieldwork Requirements: (optional)**

General Library
University of New Mexico
Albuquerque, New Mexico 87131-1466
(505) 277-6451

4. **Project Requirements:**

5. **Midterm Requirements:**

6. **Final Grade Requirements:**

CSWR Supervisor:_____Date:_____

CSWR Specialized training area:_____

Approved, CSWR Director:_____Date:_____

Student signature:_____Date:_____

Departmental Faculty:_____Date:_____

Department:_____Course #_____Semester_____

Comments/Revisions:

GRADUATE-LEVEL INTERNSHIPS

(1992-1993)

In setting up the internships described in this publication, the goal of C.I.S. is to provide the college's M.S. students with on-the-job experience in conjunction with their coursework. An internship is a formal arrangement between the information agency and the College to provide agreed-upon types of work experience for a student in a given time period. In return, any student accepted for an internship must fulfill the job requirements specified by the employer.

If you want to be considered for any of these internships, **apply directly to the employer.** These internships are very competitive. To insure you get the position you want, apply as soon as possible.

You should have a résumé ready. Nevertheless, if you don't have one, contact the employer anyway. Not every organization requires a résumé; filling out a company application may suffice. If a résumé is requested, Barbara Welsh, C.I.S. Placement Director, will help you assemble one quickly and painlessly. Please make an appointment.

As you consider these internships, stay in touch with the Placement Office. We can help you identify the most appropriate work experience. You may want to talk to Barbara about how to juggle an internship and the completion of your studies. If you decide to apply, please let us know by returning the form included in this publication.

INTERNSHIP APPLICATION CHECKLIST

1. CONTACT THE DESIGNATED PERSON(S) FOR YOUR CHOSEN INTERNSHIP(S).

2. ADVISE THE CIS PLACEMENT OFFICE OF YOUR INTEREST BY RETURNING THE TEAR-OFF SHEET ON THE LAST PAGE.

3. MAKE AN APPOINTMENT TO SEE BARBARA WELSH IF YOU HAVE QUESTIONS, OR NEED HELP PREPARING A RÉSUMÉ.

4. LET US KNOW IF YOU RECEIVE AND ACCEPT AN OFFER OF AN INTERNSHIP.

Barbara Welsh, C.I.S. Placement Director
Placement Office: Room 304
Phone: 895-2478

Center for Southwest Research

GRADUATE STUDENT INTERNSHIP
Semester Contract

The University of New Mexico General Library's - Center for Southwest Research (CSWR) welcomes students to apply for student internships which provide specialized applied training opportunities.

Appropriate departmental faculty, CSWR supervisors and interns discuss the range of possibilities and available projects from which to draw their training. Grades will be assigned based on the provisions stated in the contract. Failure to meet the stated project work and goals will result in the severest grade penalties possible.

Please make every effort to abide by the contract guidelines.

PROJECT GUIDELINES

1. **Submit Proposal - attach copy Date**_____
   recommended changes (if necessary) completed date:_____

2. **Standard Hours for Internship:**_____
   How will student accommodate these hours:

3. **Fieldwork Requirements: (optional)**

General Library
University of New Mexico
Albuquerque, New Mexico 87131
(505) 277-6451

4. **Project Requirements:**

5. **Midterm Requirements:**

6. **Final Grade Requirements:**

CSWR Supervisor:_____Date:_____

CSWR Specialized training area:_____

Approved, CSWR Director:_____Date:_____

Student signature:_____Date:_____

Departmental Faculty:_____Date:_____

Department:_____Course #_____Semester_____

Comments/Revisions:

REFERENCE INTERNSHIP

University of Pennsylvania, Van Pelt Library

AVAILABLE: One opening available June/July, 1993. The internship lasts one year, and may be renewed for an additional year.

GRAD. STATUS: Current student

SALARY: Minimum $10.15/hour; paid vacation and sick leave.

HOURS: 20/wk.; daytime, and some weekend and evening work.

TASKS: Work in the Reference Department of Van Pelt Library, the University's social sciences and humanities library. Wide variety of reference tasks including use of Penn's online catalog and national databanks (RLIN & OCLC). Assist patrons with end-user searching of databases on CDs and online systems. Process reference materials and maintain reference records. Participate in bibliographic instruction program. Special projects as required.

REQUIREMENTS: Student in MS program. Strong academic background. Able to learn quickly, take initiative, handle hectic situations. Public service orientation.

CONTACT: Edna Dominguez, Library Personnel Administrator, Van Pelt Library, 3420 Walnut Street, University of Pennsylvania, Philadelphia, PA 19104-6206. *(215)898-3226.*

BUSINESS LIBRARY INTERNSHIP

University of Pennsylvania,
Wharton School, Lippincott Library

AVAILABLE: Beginning August 1, 1993, for one year - May be renewed for an additional year (1 position).

GRAD. STATUS: Current student.

SALARY: $10.15/hour; paid vacation and sick leave.

HOURS: 20/wk. Must be willing to work some evenings & weekends.

TASKS: The internship will provide the opportunity to participate in the operation of a large academic business library. Most of the intern's work will be with the Reference Dept. The work will involve in-depth learning of business resources both in print and computer form. One of the chief duties of the intern will be to assist students and faculty in the use of several end-user computer retrieval systems. This will give the intern the opportunity to learn first hand the operation of the latest laser disk and time sharing systems for business research. The intern will also assist in instruction and orientation programs. Specific duties include staffing the reference desk, additional work in periodicals and circulation, assisting with library orientation and instruction, and attending staff meetings.

REQUIREMENTS: Student in MS program.

CONTACT: Michael Halperin, Director *(215)898-5921.*

LIBRARY SYSTEMS INTERNSHIP

University of Pennsylvania, Van Pelt Library

AVAILABLE: 6 months. Starting January, 1993.
GRAD. STATUS: Current student.
SALARY: $10.15/hour; paid vacation and sick leave.
HOURS: Maximum 20 hrs./wk.--flexible schedule.
TASKS: A variety of library automation and information systems operations, including planning, budgeting, equipment selection, installation, programming, statistics, and database design.
REQUIREMENTS: Student in MS program. Strong interest in systems. Computer-related coursework and/or experience essential.
CONTACT: Edna Dominguez, Library Personnel Administrator, Van Pelt Library, 3420 Walnut Street, University of Pennsylvania, Philadelphia, PA 19104-6206. *(215) 898-3226.* Applications accepted in October 1992 for the January 1993 position.

SCIENCE LIBRARIES INTERNSHIP

University of Pennsylvania, Science Libraries

AVAILABLE: One position, beginning July 1, 1993, for one year. Could be renewed for a second year.
GRAD. STATUS: Current student.
SALARY: $10.15/hour; paid vacation and sick leave.
HOURS: 20 hours/week. Daytime, plus some weekend and evening work.
TASKS: The intern will have the opportunity to work in the three unique but interrelated collections of Penn's Science Libraries: Chemistry, Math-Physics-Astronomy, and Engineering. Tasks will include special projects, such as collection analysis and development, and producing library pathfinders. The intern will also assist in producing a library newsletter. The intern will also provide reference duties, assist patrons with computerized literature searching, participate in instruction and orientation programs, and perform other library routines.
REQUIREMENTS: Student in the MS program. Interest in science/technology libraries. Preferred: completion of courses in Online Bibliographic Searching, and Resources in Science and Technology.
CONTACT: Carol Carr, Chemistry Librarian, Chemistry Building (5th Floor), 231 S. 34th Street, University of Pennsylvania, Philadelphia, PA, 19104 *(215)898-2177.*

MEDICAL INFORMATION MANAGEMENT SYSTEMS STUDENT INFORMATION SCIENTIST

Merck Human Health Division
Merck Sharp & Dohme, West Point, Pennsylvania

AVAILABLE:	Two positions available. January through June or July through December.
GRAD. STATUS:	Current graduate student who has completed a B.S. or M.S. degree in science: biology, microbiology or biomedical science is preferred.
SALARY:	$16.00/hour (travel stipend)
HOURS:	40 hours/week for 6 months.
TASKS:	Collects, analyzes, summarizes and prepares reports to convey pertinent medical information to Medical Services, the Division, and the Company. Utilizes automated and manual information resources to obtain primary sources needed to complete reports. Searches databases, screens information, and interacts with medical professionals on a routine basis.
REQUIREMENTS:	Completion of an on-line database searching course in addition to a degree in science is desirable.
CONTACT:	Charles A. Baechler, Ph.D., Merck, UM3-9, West Point, PA 19486. *(215) 540-8609.*

MICROCOMPUTER SUPPORT INTERNSHIP

Pennsylvania College of Podiatric Medicine,
Charles E. Krausz Library, Phila.

AVAILABLE:	Available now. 6 months - 1 year.
GRAD. STATUS:	Current student.
SALARY:	$8.00/hour
HOURS:	8 to 16 hours/week. Flexible hours, day and/or evening.
TASKS:	The Krausz Library has recently developed a Computer Learning Center which houses 7 IBM compatible and Macintosh computers, plus peripheral equipment, including dot matrix and ink jet printers, videodisc player, CD-ROM players and a Mideo System for developing interactive programs. The CLC presently offers students the MEDLINE database for searching on CD-ROM, an interactive anatomical dissection program for CD-ROM and Macintosh, word processing, database management and spreadsheet, and interactive programs for videodisc and MAC. The Library is automated using DATA TREK software and a Novell 3.11 network. Under the direction of the college librarian, the intern will provide informal training and assistance to users of the CLC and trouble shooting with the computers and software. Other options are available depending on the interest and expertise of the intern.

REFERENCE ASSISTANT INTERN

Hahnemann University Library, Phila.

AVAILABLE: **Filled. Do not apply.**
GRAD. STATUS: Current student.
SALARY: $9.00/hour
HOURS: 15 hours/week (Monday through Friday, no evenings or weekends).
TASKS: Answer reference questions including use of indexing and abstracting sources. Assist users with searching databases on CD-ROM (PsycLit, CINAHL) and network version of MEDLINE and Micromedex. Assist patrons in using the Hahnemann online catalog. Other projects may be developed according to library needs and interests of the student.
REQUIREMENTS: CIS student (graduate). Some coursework or experience with health or psychology-related reference sources preferred. Courses or experience with database searching desirable. Ability to work with users.
CONTACT: Judith M. Baker, Associate Director for Public Services, Hahnemann University Library, 245 N. 15th Street, M.S. 449, Philadelphia, PA 19102 *(215)762-7632.*

MICROCOMPUTER SUPPORT INTERNSHIP

Hahnemann University, Library Learning Center, Phila.

AVAILABLE: Availability varies. 6 months - 1 year (2 positions).
GRAD. STATUS: Current student.
SALARY: $9.00/hour
HOURS: 6 to 15 hours/week (that is, 1 to 4 days, Monday through Friday). Some weekend hours may be available.
TASKS: The Hahnemann University Library Microcomputer Learning Laboratory houses 30 IBM-compatible and Macintosh PCs plus peripheral equipment, including a laser printer, a plotter, scanners, and videodisc players. The laboratory contains a wide range of applications software and computer-assisted instruction (CAI) programs. Under the direction of the Microcomputer Laboratory Manager, the Intern will provide informal training and assistance to users of the laboratory. Depending upon expertise and interest, the intern will become involved in some combination of the following projects: *Collecting and processing laboratory use statistics. *Evaluating and documenting new CAI programs. *Writing user aids, such as "How To" sheets. *Presenting workshops.
* Programming projects.
REQUIREMENTS: Interest in learning to use basic microcomputer applications, particularly word processing. Knowledge of WordPerfect or Hypercard a plus.
CONTACT: Andrew Brennan, Hahnemann University, 245 N. 15th Street, M.S. 449, Philadelphia, PA 19102 *(215)762-7264.*

MEDICAL SYSTEMS INTERNSHIP

University of Pennsylvania, Biomedical Library

AVAILABLE:	mid-September, 1992
GRAD. STATUS:	Current student.
HOURS:	15-20 hrs./wk.
SALARY:	$10.15/hour; paid vacation and sick leave.
TASKS:	Assist with maintenance of approximately 35 PCs and 30 IBM terminals used by staff and/or patrons. Responsibilities will include: general troubleshooting, upgrading existing hardware and software, installing new hardware and software, performing routine cleaning of hardware, maintaining computer supply inventory, writing scripts and batch files, etc. Other projects may include developing relational database applications for inventory and billing systems (Paradox), designing printed user aids (MS Word and PageMaker) and/or training users in various software applications.
REQUIREMENTS:	Student in MS program. Responsible, able to learn and work with little supervision. Familiarity with PCs and Macs and with various word processing, spreadsheet, database management, and searching software applications.
CONTACT:	Emily Corse, Systems Specialist, U of PA Biomedical Library, Johnson Pavilion/6060, 36th & Hamilton Walk, Philadelphia, PA 19104. *(215) 898-9219.*

MEDICAL REFERENCE INTERNSHIP

University of Pennsylvania, Biomedical Library

AVAILABLE:	July 1, 1993
GRAD. STATUS:	Current student.
SALARY:	$10.15/hour; paid vacation and sick leave.
HOURS:	15-20 hours/week, Monday through Friday.
TASKS:	The Biomedical Library supports academic and research endeavors. The library has a vast print collection with a clinical focus and houses 50+ PCs, 18 terminals and 10 CD workstations. The intern will act as an information consultant, train people to use electronic sources, search unfamiliar sources, analyze and synthesize information and assist in developing strategies for user education. Initially the intern will work 15-20 hours at the Information Desk. Reports to the Reference Coordinator for Information Service.
REQUIREMENTS:	Student in MS program. Should have a positive attitude and have a public service orientation. Completion of some coursework in medical librarianship and knowledge of computers is desirable. Must enjoy working in a hectic environment with people of varied interests. Experience in teaching adults or user education would be helpful.
CONTACT:	Mary Pat Wilhem, Reference Coordinator, Biomedical Library, University of Pennsylvania, 36th and Hamilton Walk, Philadelphia, PA. 19104-6060 *(215)898-6978.*

REQUIREMENTS: Knowledge and interest in basic microcomputer applications on both Mac and PC. Interest and/or knowledge of Novell Networks a plus.

CONTACT: Linda Stanley, Charles E. Krausz Library, Pennsylvania College of Podiatric Medicine, 8th St.at Race, Philadelphia, PA 19107. *(215)629-0300 x215, FAX (215)629-1622.*

PLEASE LET US KNOW. . .

Let the Placement Office know of your interest in applying for any of these internships--even those that don't begin in the near future. Please return this form to Room 304, Rush Building.

It is to your benefit to return this form--since employers often contact the Placement Office if they have trouble getting in touch with students who have inquired about an internship.

TO APPLY, HOWEVER, CONTACT THE EMPLOYERS DIRECTLY!

- -

I am interested in the following internships:

___ University of PA, Van Pelt (reference internship)
___ University of PA, Wharton School, Lippincott Library (business library internship)
___ University of PA, Van Pelt (library systems internship)
___ University of PA, Science Libraries (science libraries internship)
___ University of PA, Biomedical Library (medical systems internship)
___ University of PA, Biomedical Library (medical reference internship)
___ Hahnemann University (reference assistant internship)
___ Hahnemann University (microcomputer support internship)
___ Merck, Sharp and Dohme (student information scientist)
___ Pennsylvania College of Podiatric Medicine (microcomputer support internship)

NAME:_____PHONE:_____

UNIVERSITY AT BUFFALO
STATE UNIVERSITY OF NEW YORK

University Libraries
Office of the Director
432 Capen Hall
Buffalo, New York 14260
(716) 636-2965 2972
FAX: (716) 636-3844

MINORITY LIBRARIAN INTERNSHIP PROGRAM
AT
THE UNIVERSITY AT BUFFALO LIBRARIES

As part of a continuing commitment to the promotion of cultural diversity, the Libraries of the University at Buffalo (UB) are pleased to announce the creation of a Minority Librarian Internship. The intent of this new program is to attract representatives of underrepresented groups -- African Americans, Hispanic Americans, and Native Americans -- into the profession of academic librarianship and to provide them with a challenging training opportunity.

Each UB Minority Librarian Intern will participate in a structured three-year program of study. During the first year, the Intern will pursue a Master's in Library Science (M.L.S.) at UB's School of Information and Library Studies as a SUNY (State University of New York) Underrepresented Minority Graduate Fellow. In addition to the regular SILS curriculum, the Intern/Fellow will be introduced to practical issues in academic librarianship through directed study and structured interaction with the faculty of UB's Oscar A. Silverman Undergraduate Library. Following graduation, the Intern will then receive a two-year visiting appointment as a member of the Undergraduate Library Faculty. During this appointment, the Intern will be fully integrated into the UB Libraries system and all Undergraduate Library operations. Duties will include providing electronic and print reference service, participating in the library's active bibliographic instruction program, developing the collection, working closely with UB's new Undergraduate College curriculum, and interacting with special UB populations to help students develop information literacy skills. The primary focus of the internship experience will be to immerse the Intern in the exciting opportunities of both academic life and information technology. The arriving Intern will receive a laptop PC with modem and an account on the UB computer network. Funds will be provided for the Intern to attend professional meetings and conferences. The Intern will be assigned mentors both in SILS and on the UGL faculty who will assist the Intern in developing a research agenda and who will introduce the Intern to local and national colleagues with similar interests. The UB Libraries will help each Intern secure a permanent position in academic librarianship at the conclusion of the program.

To initiate the UB Minority Librarian Internship program for the 1992/93 academic year, we are seeking two individuals: one interested in pursuing the full three-year program, starting with work on an M.L.S. as a SUNY Underrepresented Minority Graduate Fellow and followed by a two-year appointment in the Undergraduate Library and a second, a recent minority M.L.S. graduate, interested in only the two-year internship appointment. The SUNY Underrepresented Minority Graduate Fellowship will be awarded to an academically superior African American, Hispanic American, or Native American who will receive a full tuition scholarship to attend the UB School of Information and Library Studies along with a

$7,500 stipend. The two-year internship will consist of an appointment as a Visiting Assistant Librarian with a salary of $25,000 per year plus benefits. This initial internship will extend from June 1992 through the end of May 1994 and is intended for individuals who recently completed a Master's in Library Science degree during 1991 or 1992 from an ALA accredited institution. This intern will work closely with the project manager to help set up the program for succeeding participants.

The application review process begins immediately and will continue through April 30, 1992. Librarians are encouraged to nominate qualified candidates for both positions.

Applicants for both the Fellowship and the Internship should be committed to working in an academic environment. Interested and qualified individuals should immediately submit a vita, a statement focusing on personal qualifications and interest in this employment/training opportunity, and three letters of recommendation. Inquiries and applications should be directed to:

Kenneth Hood
Personnel and Staff Development Officer
University Libraries
University at Buffalo
432 Capen Hall
Buffalo, NY 14260

Phone: (716) 636-2972
E-Mail: ULDHOOD@UBVM.BITNET

The University at Buffalo is the largest University Center in the State University of New York. UB serves over 25,000 students on two campuses. UB ranks among the top public institutions in the nation and is a member of the Association of American Universities (AAU).

UB's School of Information and Library Studies ranks among the top 25 graduate schools of library and information science in the country. Its diverse program is accredited by the American Library Association.

The University at Buffalo Libraries consist of seven major library units and two branches. Collections include over 2.5 million volumes. The Libraries belong to the Association of Research Libraries (ARL) and are members of OCLC and RLG. The Libraries' BISON system is a NOTIS-based, fully-integrated information environment that provides access to a selection of current journal indexes/abstracts in addition to the holdings of all UB Libraries.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER
No person in whatever relationship with the University at Buffalo shall be subject to discrimination on the basis of age, creed, color, handicap, national origin, race, religion, sex, marital or veteran status.

3/25/92

Prepare for a meaningful career

Minority Internship/scholarship in Library and Information Sciences

STONY BROOK
STATE UNIVERSITY OF NEW YORK

Need more information?

If you need more information about the MILIS program please contact Ms. Judith Kaufman in Room W1514, Main Library (632-7100). If you need more information about careers in librarianship/information science, the books and articles listed below may be helpful. All of the titles below are on reserve in the Main Library, listed under the course LIS999.

Books

Bulletin of the Nelson A. Rockefeller College of Public Affairs. SUNY Albany, 1988/89.

Financial Assistance for Library Education. American Library Association, 1988.

Librarians for the New Millennium. American Library Association, 1988.

Josey. Opportunities for Minorities in Librarianship. Scarecrow Press, Inc., 1977.

Josey. What Black Librarians are Saying. Scarecrow Press Inc., 1972.

Sellen. What Else You Can Do With a Library Degree. Gaylord Professional Publications, 1980.

Spivack. Careers in Information. Knowledge Industry Publications, Inc. 1982.

Articles

Gaughan. "Job Seekers Market for Librarians." American Libraries 19 (Mar. 1988) :180-181.

Harris. "Career Aspirations of MLS Students." Journal of Education for Library and Information Science. 27 (Summer 1986) :31-37.

Learmont. "Placements and Salaries 1987." Library Journal. 113 (Oct. 15, 1988) :29-36.

Mathews. "American Indian Libraries." American Library Association Yearbook 13 (1988) :28-29.

Miller. "Reforma: National Association to Promote Library Service to the Spanish Speaking." American Library Association Yearbook 13 (1988) :283-284.

Smith. "Black Americans." American Library Association Yearbook 13 (1988) :78-83.

Tsai. "Asian Pacific American Library Association." American Library Association Yearbook 13 (1988) :51-52.

Van House. "MLS Students' Choice of a Library Career." Library and Information Science 10 (Apr. 1988) :157-176.

Wilson. "Chinese-American Librarians Association." American Library Association Yearbook 13 (1988) :116.

BUSINESS REPLY MAIL
First Class Permit No. 44 Stony Brook NY

Postage Will Be Payed By Addressee

Ms. Judith Kaufman
Personnel and Development Librarian
Library Administration
State University of New York at Stony Brook
Stony Brook, NY 11794-3300

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

Are you looking for a career with diverse opportunities and room for personal growth? Consider the multi-faceted work of a career in library and information science. The information field is growing, and the work of librarians, the original information experts, is expanding to keep pace.

Do you enjoy solving problems and exploring the unknown? Every day librarians sift through clues, uncover facts and help people weave knowledge from threads of information .

Do you want to make a significant contribution to your community? Librarians serve the needs of all the people in the community. They provide not only information but also many public service and educational programs through lectures, meetings and outreach projects.

Are you *fascinated* by the latest technological developments? From personal computers to local area networks to huge main frame based retrieval systems, librarians and information specialists are responsible for the design, development and implementation of advanced computer and communications systems.

In a time where many jobs are being eliminated, the outlook for library careers is very good in almost all sections of the country. Currently there is a shortage of librarians that is expected to continue well into the 1990's. Today librarians work in a wide variety of environments including business, government, law, medical, academic, school and public libraries.

Starting salaries generally begin in the $20,000's, and top salaries in the profession exceed $100,000 annually.

Reprinted from American Library Association Recruitment Brochure.

MINORITY INTERNSHIP/ SCHOLARSHIP IN LIBRARY & INFORMATION SCIENCES

In order to make more minority students aware of the career possibilities in librarianship and information sciences, the University Libraries in conjunction with the Graduate School of Information Science and Policy at SUNY Albany is pleased to announce the Minority Internship/Scholarship in Library and Information Sciences (MILIS). MILIS is an internship/scholarship program for minority students (U.S. citizens) interested in pursuing graduate education and a career in the field of Library and Information Sciences.

Interested minority students are encouraged to apply during their junior year or during graduate studies for this program which includes a year-long paid internship in the University Libraries as well as full financial support to attend graduate school at SUNY Albany's School of Information Science and Policy. As part of the internship, students will work approximately 10 hours per week in the library and be paid a wage of $6.00 per hour. Under the direction of members of the library faculty, interns will receive exposure to, and training in, the broad areas of technical and public services, including cataloging and reference. Interns will also work closely with an individual member of the library faculty who will serve as a mentor.

Upon successful completion of the MILIS program and admission to the graduate program at Albany, students will be provided with full financial support including tuition and a stipend to attend graduate school at SUNY Albany's School of Information Science and Policy. Even if you have never thought about a career in the field of library and information science we encourage you to consider participating in this exciting and innovative program.

M
I
L
I
S

Yes! Please send me an application for the MILIS program

Name: _____

Campus Address: _____ Campus Phone: _____

Home Address: _____ Home Phone: _____

COOPER--DAVIS MINORITY FELLOWSHIP

THE THOMAS COOPER LIBRARY AND

THE COLLEGE OF LIBRARY AND INFORMATION SCIENCE
Co-sponsors

THE UNIVERSITY OF SOUTH CAROLINA

The **College of Library and Information Science** offers a comprehensive program leading to the Master of Library and Information Science degree which is accredited by the American Library Association. The College of Library and Information Science offers courses in the principal areas of library and information science, and has pioneered in the area of distance education. Application forms for admission may be obtained from the Admissions and Placement Office, College of Library and Information Science.

The **Thomas Cooper Library** is the central research library serving faculty, students and staff of the University of South Carolina. Staff support for libraries includes 49 librarians, 87 library support staff and 40 FTE library student assistants. The Library contains 2.4 million volumes and subscribes to 12,000 periodical titles. It ranks 48th in total volumes among the 106 members of the Association of Research Libraries and is a member of the Center for Research Libraries and SOLINET.

The Fellowship:

This fellowship will be awarded to a minority student who is pursuing a master's degree in library and information science from the College of Library and Information Science at the University of South Carolina.

Appointment is for one year and begins in August of each year.

The fellowship recipient will work 20 hours per week in the Thomas Cooper Library for a stipend of $6000 and will receive a $1000 academic scholarship and a special tuition reduction.

The work experience will be in three areas: public services, technical services, and collection management.

The fellowship will include:

experience in a variety of library departments,

special projects,

involvement in a library planning activity,

serving on a library committee,

and attending various library meetings.

Requirements:

A 3.00 or above undergraduate Grade Point Average is highly preferred.

Applicants with an interest in academic librarianship are desired.

The fellowship recipient will be required to take a minimum of six graduate hours per semester.

Selection:

A committee will review applications and select the fellowship recipient. The Director of the Thomas Cooper Library, the Dean of the College of Library and Information Science, the Special Assistant to the Director of Thomas Cooper Library and the Admissions Coordinator of the College of Library and Information Science will serve on the selection committee.

Supervision:

Fellowship Program Coordinator - Special Assistant to the Director of the Thomas Cooper Library

Immediate supervisor - Library department head of the area to which the fellow is assigned

College of Library and Information Science liaison - Academic advisor

Evaluation:

An oral progress report by the Library department head will be conducted with the fellow after the first month in each department.

A written evaluation will be completed by the Library department head upon completion of the work experience. A copy of this evaluation will be given to the fellowship recipient and to the fellowship program coordinator.

Exit interviews to evaluate the fellowship experience will be conducted by representatives of the Thomas Cooper Library and the College of Library and Information Science.

Application:

Contact: Nancy C. Beitz
Admissions Coordinator
College of Library and Information Science
Davis College
University of South Carolina
Columbia, S.C. 29208

Telephone: (803) 777-3887

Application for the

COOPER--DAVIS MINORITY FELLOWSHIP

sponsored by

Thomas Cooper Library and

College of Library and Information Science

The University of South Carolina

The Cooper-Davis Minority Fellowship Selection Committee will award the fellowship to a minority student who is enrolled in the master's program in library and information science, College of Library and Information Science, University of South Carolina. The fellowship will provide the recipient with a stipend of $6000 for working twenty hours a week in the Thomas Cooper Library for one year, a $1000 academic scholarship and a special tuition reduction. The fellowship begins in August and continues through July of the following year. ONLY STUDENTS WHO ARE FULLY ADMITTED TO THE COLLEGE OF LIBRARY AND INFORMATION SCIENCE WILL BE ELIGIBLE FOR THE FELLOWSHIP. The Committee will review the completed admissions application file before making their selection.

NAME: _____

SOCIAL SECURITY NUMBER: _____

ADDRESS:

_____

_____

_____

PHONE: (Work) _____ (Home) _____

EDUCATION:
Undergraduate Major: _____ College: _____

Undergraduate grade point average: _____ Degree & Year Awarded: _____

MAT or GRE Score: _____

Other degrees or coursework: _____

WORK EXPERIENCE:
Current position: _____

Previous jobs: _____

_____

_____

_____

I am a continuing student in the College of Library & Information Science. Yes _____ No_____

I am a new student in the College of Library & Information Science. Yes _____ No_____

Are you available to work nights and weekends? Yes_____ No_____

Please answer the following questions on a separate sheet of paper. Attach your answers to this form.

1. Briefly, in about 200 words or less, what are your career plans and objectives for the first five years following graduation?

2. Do you have any experience or skills that would be helpful in your work at the Library? Please include, for example: computer experience, research skills, previous work in a library or information management setting, etc.

3. Is there anything else you can tell us which you believe would be helpful to the Committee? Please elaborate on any additional information that you feel is relevant to your being awarded this fellowship.

4. Please list the names of three persons qualified to recommend you for this fellowship. These references may include anyone you have known who would have knowledge of your work and academic skills:

NAME ADDRESS CITY/STATE

1. _____

2. _____

3. _____

_____
Applicant's Signature

Return your application to:

Nancy C. Beitz
Admissions Coordinator
College of Library and Information Science
Davis College
University of South Carolina
Columbia, SC 29208

Application deadline: March 15, 1993

COOPER DAVIS MINORITY FELLOWSHIP

Purpose:

This fellowship has been established by the Thomas Cooper Library and the College of Library and Information Science to address the problem of underrepresentation of minorities in the professional ranks of librarianship by encouraging a member of a racial or ethnic minority to enter the library science profession.

Goals for the Fellowship:

to teach library skills to the fellow
to introduce and orient the fellow to academic librarianship
to offer experience and training in various aspects of library operations
to further the growth & development of minority librarians within the profession
to base assignments on the interests of the individual when those interests coincide with the needs of the library

What we expect in return:

interest	growth	initiative
effort	dedication	completion of assignments
dependability	cooperation	development of professionalism

SAMPLE SCHEDULE COOPER DAVIS MINORITY FELLOWSHIP
SCHEDULE - 1992-1993

AUGUST 16, 1992 - AUGUST 15, 1993 -- 1000 HOURS:

August 16, 1992 - January 2, 1993 -- PROCESSING SERVICES (360 hours)
(20 weeks -2 weeks of holidays)

August 16 - October 17, 1992 -- Acquisitions Department (180 hours)
(9 weeks)
October 18, 1992 - January 2, 1993 -- Cataloging Department (180 hours)
(11 weeks -2 for holidays)

January 3 - August 15, 1993 -- THOMAS COOPER LIBRARY (640 hours)
(32 weeks)

January 3 - May 15, 1993 -- Public Services/Reference Department (380 hours)
(19 weeks)
May 16 - August 15, 1993 -- Collection Management Office (260 hours)
(13 weeks)

SCHOOL OF INFORMATION STUDIES
SYRACUSE UNIVERSITY

IST INTERNSHIP PROGRAM GUIDE

This guide explains the policies of the School of Information Studies regarding the internship program. Additional inquiries should be forwarded to the director of internships at 315/443-2911.

Revised: October, 1989

IST INTERNSHIP PROGRAM GUIDE

TABLE OF CONTENTS

	Page
Internship Program Philosophy	1
Purpose of Internships	2
Roles and Definition	3
Student Intern	3
Site Supervisor	4
Faculty Supervisor	5
Director of Internships	6
Remitted Tuition	6
Contract	7
General Information	8
Hours and Credits	8
Product Required	8
Evaluation and Grade	9
Procedures and Time Schedule for Enrollment	9
Appendix	11
Former Field Sites	11
Sample Internship Projects	12
Forms and Handouts	14

INTERNSHIP PROGRAM PHILOSOPHY

In the recognition that education extends beyond the formal classroom, the faculty of the School of Information Studies (IST) requires students to participate in special learning situations outside existing courses. The Internship program is designed to provide the student with the opportunity to work in a day-to-day professional environment under the supervision of an experienced professional and with the guidance of an IST faculty member. In addition, the program is designed to promote positive interaction between the faculty and students of IST and practicing information professionals in institutions, businesses, libraries, and other agencies.

Students usually register for Internships anywhere from the midpoint to the end of their academic program to be able to have sufficient expertise to bring to the field site. However, students should plan early for the field experience which will best parallel their own professional goals. Students need to think about the professional role that they wish to pursue, then begin to talk about potential Internship situations with their advisor, the faculty supervisor for internships, and the director of internships during the semester before they actually need to register.

PURPOSE OF INTERNSHIPS

For the student:

- to gain practical experience in using information skills and applying theoretical knowledge
- to pursue a special interest in a subject specialty
- to interact and communicate with practitioners
- to experience an information setting consistent with professional goals
- to become aware of employment opportunities
- to test theoretical concerns against reality
- to develop a professional self-awareness
- to understand the role of the sponsoring site within the community

For the site:

- to develop and implement special projects
- to have additional professional-level assistance available
- to gain fresh insights from students who are currently studying "cutting-edge" approaches to information tasks
- to interact with the students and programs of the School of Information Studies

For the School of Information Studies:

- to provide stimulating, practical learning environments for students
- to meet the individual needs of students
- to promote a good working relationship with institutions, agencies, businesses and libraries

ROLES AND DEFINITIONS

The student intern: A student who has registered for IST 970 and turned in a completed contract to the director of internships.

An internship is a unique learning experience for the student. The director of internships, the site supervisor and the faculty supervisor all have responsibilities. However, the primary responsibility for the success of the professional experience rests with the student. Therefore, the intern will:

1. Read the Internship Program Guide and become familiar with program guidelines, procedures and responsibilities.

2. Meet with the director of internships to discuss the program and to begin the process of matching the student's needs with appropriate sites.

3. Consult with the academic advisor to determine how an internship experience will help meet educational goals and fit into the student's overall academic program.

4. Contact the potential site supervisor to exchange information regarding expectations and availability, after a potential site has been selected.

5. Meet with the faculty supervisor to acquaint him/her with the student's plans and to determine the faculty supervisor's requirements for the field experience.

6. Contact the director of internships to exchange information concerning the site, and see that the necessary paperwork is completed.

7. Meet with the faculty supervisor a minimum of three times during the internship; usually for signing and approval of the Internship Proposal form, acceptance of the contract, and site visit consultation.

8. Write the contract in cooperation with the site supervisor. This contract is a formal agreement which specifically describes the Internship activities. It must be signed and submitted to the director of internships prior to or upon the completion of 30 hours of field experience.

9. Attend the internship seminar held on campus during the semester.

10. Inform the director of internships of termination of the field experience and complete an evaluation form analyzing the experience and the Internship program.

11. Meet with his/her advisor if the student feels that the faculty supervisor, site supervisor or the coordinator is not meeting contract obligations; or if the faculty member should leave the School. A statement of the situation should be prepared for presentation to the Executive Committee for guidance and/or adjudication.

12. Agree to abide by all policies, rules, and regulations of the organization for whom s/he is working.

SITE SUPERVISOR

The site supervisor: The field site is the agency/library which agrees to have an intern. The site supervisor is the qualified, information professional at the field site who agrees to work with, advise, and evaluate the intern. Therefore, the site supervisor will:

1. Know areas, projects, and activities within the site which are appropriate for student involvement.

2. Make necessary arrangements at the site including alerting appropriate personnel and providing space, equipment, and/or supplies.

3. Orient the student to the site – physical layout as well as the organizational structure. The student should gain an understanding of the philosophy, goals, functions, and clients of the site.

4. Review expectations and assist the student in writing a contract detailing the nature, rationale, methodology, responsibilities, and criteria for evaluation of the Internship. The contract should be as specific as possible to insure a clear understanding by all persons involved. The contract should be completed and submitted to the director of internships by the end of 30 hours of field experience.

5. Meet with the student as necessary (or at least every two weeks) for discussion. Meet at the mid-point and end of the internship for evaluation.

6. Meet with the faculty supervisor at least once, typically during the site visit approximately mid-way through the internship, to discuss the student's progress.

7. Complete a written evaluation of the student (a letter and evaluation form will be sent from the School of Information Studies), and provide information as necessary to the faculty supervisor. Recommend a grade for the student's performance.

8. Contact the director of internships or faculty supervisor should any questions or problems arise. Good communication between the site supervisor, student, faculty supervisor, and director of internships will ensure a successful experience.

FACULTY SUPERVISOR

The faculty supervisor: The IST instructor for this experience who oversees and evaluates the student. The faculty supervisor will:

1. Assist the student in setting up the experience; discuss internships from an academic viewpoint.

2. When appropriate, assign supplementary readings or projects which will enhance the field experience. These may include: visits to similar sites, a journal, discussions, a literature search, reports, bibliographies, evaluations, etc.

3. Assist in developing the contract and ensure that the contract adequately:

   a) describes learning objectives
   b) explains procedures to be used to accomplish objectives
   c) describes the products and results of the experience
   d) establishes specific criteria to evaluate the experience

4. Carefully evaluate the contract before signing. Contact the site supervisor.

5. Visit the site to consult with the student and site supervisor approximately mid-way through the experience.

6. Be available as a resource person for guidance and discussion.

7. Meet with the student as needed during the semester to review progress on accomplishing objectives.

8. Communicate with the director of internships regarding policies and procedures. Inform the director of internships as to the student's progress, the overall success of the field experience, and the value of the site.

9. Evaluate the performance of the student, taking into account the written evaluation from the site supervisor. Assign the final grade.

DIRECTOR OF INTERNSHIPS

The School of Information Studies director of internships: The director of interships serves as the link between the School of Information Studies, the site, and the student. In essence, except for the academic quality of the work, the director is responsible for the Internship Program as a whole. The director of internships will:

1. Maintain contacts with field sites, and know the needs and opportunities at the sites. Be available for questions about the program.

2. Advise interested students of program requirements, goals, procedures, etc.

3. Inform students and faculty of available sites through the bulletin board, newsletter, and special notices.

4. Assist in matching the needs of sites and students.

5. Assist, as necessary, with arranging the initial site-student interview, writing the contract, and the completion of all necessary paperwork.

6. Keep the lines of communication open; be available for counseling, conflict resolution, etc. Handle all correspondence with the site.

7. Arrange and conduct the internship seminar.

8. Meet with the faculty supervisor and representatives of potential field sites to plan and develop meaningful opportunities. Educate site personnel as to the objectives, roles, procedures, and requirements of the program.

REMITTED TUITION

Tuition remission for the site supervisor: Syracuse University recognizes the educational contribution made by sponsoring field sites. In particular, it recognizes the time required of the site supervisor to work with interns.

For that reason, the University has set guidelines for remitted tuition benefits to be made to those supervisors. Remitted tuition will be available to the site supervisor only after the completion of the internship. Typically, two credits of remitted tuition will be awarded for the supervision of a 150 hour field experience. For more explanation, refer to the appended "Remitted Tuition Benefits to Employees of Outside Agencies" information sheets.

THE CONTRACT

Past experience indicates that a carefully written contract is one key to a successful internship. It is vital that the contract be clear and precise, describing the work to be done and what is expected of all individuals involved. When the contract is specific, the experience is more likely to run smoothly. The contract is to be written by the student after he/she has met with the director, site supervisor, and faculty supervisor.

It takes time and some familiarity with the site to write a good contract and revision is often necessary. **The contract must be signed and submitted to the director of internships prior to or upon the completion of 30 hours of field experience. Once the contract has the four required signatures, the student may not drop or withdraw from Fieldwork (IST 970).** If the director of internships has not received a copy of the contract by the time the student has finished 30 hours of work, then the field placement will be suspended until a signed contract is submitted. Once suspended, the contract must be submitted within a time period specified by the faculty supervisor, or the internship will be terminated.

The contract will include:

1. BASIC DATA: name, address, phone of student and site supervisor.

2. CREDITS AND HOURS: course credits (3 or 6); work schedule

3. LEARNING OR PROJECT OBJECTIVES: expectations and outcomes agreed upon by all parties.

4. PRODUCT: bibliography, literature search, database etc.

5. DESCRIPTION OF TASKS/ACTIVITIES: as detailed as possible.

6. RATIONALE: how the field experience fits into the student's overall program.

7. METHODOLOGY: how the work is to be done.

8. COMMUNICATIONS: time, place, frequency of student-supervisor, student-faculty supervisor discussions.

9. MISCELLANEOUS: vacation days, special arrangements, etc.

10. CRITERIA FOR EVALUATION: as outlined on the site supervisor's evaluation form; final evaluation by the faculty supervisor based on the criteria on page 9, "Evaluation and Grade".

* Note: The contract for students in the School Media Program is based upon the STUDENT RECORD OF COMPETENCIES ATTAINED rather than the ten items listed above.

GENERAL INFORMATION

Hours and credits: A range of 1-6 graduate credits may be earned for IST 970. The student must work a minimum number of hours in a semester to receive a certain number of credits:

50 hours of work at the site = 1 credit
150 hours of work at the site = 3 credits
300 hours of work at the site = 6 credits

These hours are spent on site and do not include time spent with the director of internships, faculty supervisor, or writing the contract. Nor do they include preparation time or work specified in addition to on-site tasks such as readings and papers. Similar to class assignments, internship projects are prepared during the students' own time.

To be a profitable experience, an internship usually involves at least 3 credits of work. Typically, this involves 10 to 15 hours per week for up to 15 weeks. The hours, credits, and schedule of activities should be specified in the contract. The student and site supervisor may set up any time frame that is mutually convenient, provided that it incorporates the required 150 hours.

Product Required: IST 970 operates like any IST course with regard to required readings, reports, and assignments. Supplementary work may include one or a combination of: journal, bibliography, literature search, report, assessment, evaluation and recommendations, presentation, visits to other sites. Requirements for student output are purposely flexible to allow the site supervisor and faculty supervisor the latitude to tailor the internship projects to the needs of the site and the student. The nature of requirements and expectations of the site supervisor and faculty supervisor should be detailed in the contract.

The student is expected to work on at least one project that is beneficial to the site. This can take a variety of forms (databases, thesauri, policy manuals, cataloging, etc.) and should remain at the site. A copy should be made available to the faculty supervisor to be evaluated when determining the grade.

A field placement is not a part-time job. Students may not do an internship in a place where they are employed.

EVALUATION AND GRADE

Evaluation and Grade: The task of evaluating the learning experience of an intern is a multi-faceted one. The final grade will be determined by the faculty supervisor based on the following:

1. Consultation with the site supervisor regarding quality and quantity of work, attitude, level of commitment, decision-making ability, compliance with the contract.

2. Successful completion of the contract.

3. Site visit and consultation with appropriate site personnel; on site inspection of typical work done by student.

4. The formal evaluation form completed by the site supervisor at the end of the field experience.

5. The quality of the final report, journal (log), or product as required.

6. Input from the director of internships as appropriate.

Regarding actual grades, students should not assume that the successful completion of the internship ensures the highest grade. An "A" is appropriate for outstanding and exceptional efforts.

PROCEDURES AND TIME SCHEDULE FOR ENROLLING IN INTERNSHIPS

<u>During the semester prior to the one in which the internship will be done:</u>

1. Student meets with faculty advisor to discuss what type of internship would be appropriate considering the student's skills and professional goals.

2. Student meets with director of internships to discuss possible sites and to begin the necessary paperwork.

3. Negotiation with the site (before registration).

4. Student meets with faculty supervisor (before registration).

5. Submit the Internship Proposal form (before registration).

6. Pre-register/register. Submit the Independent Study Proposal form at registration.

<u>During the semester of internship:</u>

7. Begin work at the site.

8. Write the contract - approval by all parties prior to or upon the completion of 30 hours of professional work at the site.

9. Seek advise and counsel from the faculty supervisor or the director of internships if problems develop.

10. Attend the scheduled internship orientation and seminar during the semester.

11. Turn in completed projects to the faculty supervisor at the end of the field experience. Contact the director of internships, complete and turn in the <u>Student Evaluation Form</u>.

SCHOOL OF INFORMATION STUDIES

• • • • •

SCHOOL OF INFORMATION STUDIES
INTERNSHIP CHECKLIST

Before the internship begins:

_____ 1. Meet with academic advisor

* discuss the type of internship that might be appropriate

_____ 2. Student Vita

* complete and return to Director of Internships and Placement before internship begins
* the Director of Internships and Placement will forward to site supervisor
* take a copy of the vita to share with site supervisor during the initial meeting

_____ 3. Internship Proposal Form

* complete during initial meeting with site supervisor (before the first day of internship)
* return to Director of Internships and Placement immediately

Upon placement in an internship:

_____ 4. Proposal for Independent Study Courses

* complete form (sample copy available)
* obtain signatures
* submit at time of registration

_____ 5. Contract

* write with input from site supervisor
* meet with faculty supervisor for approval and signature
* submit signed contract to Director of Internships and Placement prior to or upon the completion of 30 hours of the internship
* rewrite contract if necessary

4-206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE, NEW YORK 13244-4100

315-443-2911

_____ 6. Site Visit

- faculty supervisor will contact site supervisor to arrange for visit approximately halfway through the internship
- during site visit, show faculty supervisor work you have been doing

_____ 7. Attend the Internship Seminar; attendance is MANDATORY!

At the conclusion of the internship:

_____ 8. Project

- if project, paper or other product is part of your contract, submit a copy to the faculty supervisor at the end of the internship

_____ 9. Evaluation Form

- complete and return to Director of Internships and Placement at the end of the internship

SCHOOL OF INFORMATION STUDIES

.....

FIELDWORK/INTERNSHIP SITE INFORMATION

SITE:

CONTACT PERSON:
(name & title)

FULL ADDRESS:

PHONE:

NATURE OF SITE:

POSSIBLE FIELDWORK PROJECTS:

IS THIS A PAID OR UNPAID FIELDWORK OPPORTUNITY?
(If paid, please include details.)

IS THERE A LIBRARIAN OR OTHER INFORMATION PROFESSIONAL ON-SITE?

DATE LISTED: NOT AVAILABLE AFTER:

SAMPLE LIBRARY INTERNSHIP DESCRIPTION

SCHOOL OF INFORMATION STUDIES

.....

FIELDWORK/INTERNSHIP SITE INFORMATION

SITE: Interlibrary Loan Office, Room 117, Syracuse University Library

CONTACT PERSON: Dorcas MacDonald, Interlibrary Loan Librarian
(name & title)

FULL ADDRESS: Room 117, Syracuse University Library
222 Waverly Avenue
Syracuse, New York 13244-2010

PHONE: (315) 443-3725

NATURE OF SITE: The Library's Interlibrary Loan Office locates and borrows from other university, college, or special libraries the books, periodical articles and other library materials needed by Syracuse University faculty, students, and staff for teaching, research and study. It also lends Syracuse University Library materials to university, college or special libraries, on request. The Interlibrary Loan Office is part of the Library's Access Services Department.

POSSIBLE FIELDWORK PROJECTS: Gaining insights into library resource sharing through an overview of the Interlibrary Loan operation. Training in the use of OCLC and RLIN systems and instruction in the use of a variety of reference tools (including CD ROM) for verification of citations will be included in the internship.*

IS THIS A PAID OR UNPAID FIELDWORK OPPORTUNITY? unpaid
(If paid, please include details.)

IS THERE A LIBRARIAN OR OTHER INFORMATION PROFESSIONAL ON-SITE? Yes

Dorcas MacDonald, Interlibrary Loan Librarian. Interlibrary Loan also has a non-union Supervisor and 3 full-time staff.

DATE LISTED: **NOT AVAILABLE AFTER:**

SYRACUSE UNIVERSITY LIBRARY

Fieldwork/Internship
Site Information

(cont'd)

Possible Fieldwork Projects (cont'd):

* Special projects might include investigation of methods for online storage of back records, investigation of methods of integrating OCLC and RLIN workflow or investigation of the availability of statistical packages compatible with PC's in the Interlibrary Loan Office.

SCHOOL OF INFORMATION STUDIES

.....

STUDENT VITA

Date _____

Name _____

Address _____

_____

Telephone (____)_____

Social Security #_____

Degree Program _____

Previous internship site _____

EDUCATION

	institution	major	degree	date of graduation
undergrad				
graduate				

In addition, list specific IST and other courses that pertain to the internship. Use title and number.

IST courses	Other courses
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	
8.	

4-206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE, NEW YORK 13244-4100

315-443-2911

WORK EXPERIENCE relevant to IST degree and or internship (starting with most recent)

Title	Place of employment	Major responsibilities
1.		
2.		
3.		

List course projects that you have worked on, emphasizing skills acquired:

State your major objectives for your internship experiences:

State your professional goals:

List professional affiliations:

Note any awards, honors, scholarships that you have received:

Foreign language abilities (oral and written):

Describe any other skills or experience relevant to the internship:

SCHOOL OF INFORMATION STUDIES

• • • • •

INTERNSHIP PROPOSAL
IST 970

DATE: _____

Name: _____ Student Number: _____

Address: _____ Phone: _____

Semester Internship will begin: Fall ___ Spring ___ Summer ___ YEAR _____

Approximate dates of Internship: From: _____ To: _____

Internship Schedule (days, hours)

Semester of Registration for Internship: _____

Credit Hours: _____

Internship Site: _____
(ORGANIZATION)

_____
(SCHOOL DISTRICT, IF APPLICABLE)

_____
(ADDRESS)

_____

_____
(PHONE)

Site Supervisor: _____
(NAME) (TITLE)

Site Supervisor Social Security Number: ____-___-____

206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE, NEW YORK 13244-4100
315-443-2911

Other contact person: _____
(administrator, etc.) (NAME) (TITLE)

Faculty Internship Sponsor: _____

Faculty Advisor: _____

BRIEF DESCRIPTION OF INTERNSHIP PROJECT/ACTIVITIES:

_____
Faculty Sponsor Signature/Date

_____
Director of Internships and Placement Signature/Date

Revised 10/89

SCHOOL OF INFORMATION STUDIES

• • • • •

The contract and two copies must be submitted to the Director of Internships. All copying expenses are the responsibility of the student.

CONTRACT FORM - IST 970 Date: _____

_____
Semester of Registration

Credits _____

Student's Name _____

Address _____ Phone _____

Site _____

Address _____ Phone _____

Site Supervisor _____ Title _____

Faculty Member _____

Hour/Days of Work _____

PROJECT DESCRIPTION (As detailed as possible; use extra sheets if needed)

RATIONALE (How does the internship fit into student's overall program)?

4-206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE, NEW YORK 13244-4100

CONTRACT FORM

METHODOLOGY (How is the work to be done? Outline/Summarize)

COMMUNICATIONS (When, where, and how often will discussions take place)?

RESPONSIBILITIES (List any in addition to those listed in the Guide)

MISCELLANEOUS (Vacation days from the University, special arrangements, etc.)

CRITERIA FOR EVALUATION

I have read the Internship Program Guide and the above contract. I am aware of my responsibilities with regards to the student's Internship Program as outlined in the manual, and agree to it and the contract written above.

Student	Date
Site Supervisor	Date
Faculty Supervisor	Date
Director of Internships	Date

SCHOOL OF INFORMATION STUDIES

STUDENT EVALUATION

Please use additional sheets if necessary.

NAME: _____

ADDRESS: _____

PHONE: _____

AGENCY: _____

AGENCY SUPERVISOR: _____

FACULTY SUPERVISOR: _____

BRIEF DESCRIPTION OF PROJECT: _____

_____

_____

_____

Did the internship meet your expectations? No 1 2 3 4 5 6 7 Surpassed Them.
Please explain your answer:

206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE NEW YORK [illegible]
315-443-2911

Did you feel your time was well spent? No 1 2 3 4 5 6 7 Very well Spent. Please explain your answer.

Did you receive enough direction/feedback from your faculty supervisor? Please explain your answer: No 1 2 3 4 5 6 7 More than enough

Did you receive enough direction/feedback from the site supervisor? Please explain your answer: No 1 2 3 4 5 6 7 More than enough.

Did you receive enough direction/feedback from the Director of Internships and Placement? Please explain your answer: No 1 2 3 4 5 6 7 More than enough.

In total, what did you think of your internship? Please explain your answer: Useless 1 2 3 4 5 6 7 Extremely valuable.

In your opinion, what was the **MOST OUTSTANDING** part of the experience?

In your opinion, what was the **LEAST VALUABLE** part of the experience?

Are there any other comments you would like to make? THANK YOU!!!

10/89

SCHOOL OF INFORMATION STUDIES

• • • • •

SITE SUPERVISOR

STUDENT EVALUATION FORM

Student Name _____

Organization _____

Semester _____

Your Name (site supervisor) _____

To the Site Supervisor:

Please write an evaluation as you would for a new professional in your agency. Consider any of the following criteria: student's ability to analyze problems, grasp essentials and reach sound conclusions, ingenuity, enthusiasm, curiosity, persistence, ability to work on a professional level, trustworthiness, reliability in following instructions, attitude, ability to think creatively, ability to meet standards and deadlines, quality of work, ability to learn from errors and take criticism, ability to express him/herself, emotional balance, and tact.

4-206 CENTER FOR SCIENCE AND TECHNOLOGY / SYRACUSE, NEW YORK 13244-4100

315-443-2911

PLEASE GIVE A NUMBER GRADE: (Omit if you covered these items in your evaluation on the front.)

	Poor 1	2	3	4	5	6	Excellent 7
_____	Ability to work with staff						
_____	Ability to work with clients						
_____	Ability to assume responsibility						
_____	Ability to work independently						
_____	Ability to work as a team member						
_____	Ability to communicate in writing						
_____	Ability to communicate orally						
_____	Ability to work within a subject field (if applicable)						
_____	Ability to assess a problem, plan to solve it, and follow through with plans						
_____	Ability to provide, if necessary, a totally original solution to a problem						
_____	Ability to work with technical matters						

If you had a vacancy, would you recommend this internship student for consideration? If yes, for what type of position? If no, why not?

Any suggestions for improving the IST Internship Program from the perspective of the site supervisor?

Would you like to have another IST intern? Why or why not?

Signed _____

Title _____

Recommended Grade: _____ Date _____

SYSTEMS AND PROCEDURES EXCHANGE CENTER

RESIDENCY PROGRAMS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

ARL/OMS RESIDENCY SURVEY

Library/Institution _____

Contact Person _____

Title _____ Telephone _____

*****

For the purposes of this survey "residency" is defined as an entry-level professional program.

*****

1. How many years has your library had a resident program? _____

2. How many residents participate in the program at one time? __

3. How many residents have participated in the program to date? ___

4. How many residents have subsequently been offered permanent positions in the library? _____

5. What is the intended duration of a residency?
   ___ one semester (4 months or less)
   ___ one academic year (9 months or less)
   ___ one calendar year (12 months)
   ___ two calendar years (24 months)
   ___ other (please describe) _____

6. What are the primary organizational objectives in supporting the resident program? (check all that apply)
   ___ to provide a variety of library work experiences
   ___ to provide specialized training in one area such as cataloging, reference, or preservation (please identify area of specialization) _____
   ___ to supplement staff in day-to-day operations
   ___ to assist staff in completing special projects
   ___ to recruit/assess potential employees for your library
   ___ to recruit residents into academic/research librarianship
   ___ other (please describe) _____

7. What are the eligibility requirements for participating in the resident program? (check all that apply)
   ___ MLS degree
   ___ minority status (please define) _____
   ___ general interest in library experience and training
   ___ interest in specialized training (such as cataloging, reference, or preservation)
   ___ previous specialized education or training (please define) _____
   ___ other (please describe) _____

8. How are residents recruited? (check all that apply)
   ___ through a library school placement office
   ___ through established employment practices
   ___ through a nomination process
   ___ other (please describe) _____

9. What types of training/developmental opportunities are provided? (check all that apply)
   ___ observation/participation in day-to-day operations
   ___ assignment of special projects
   ___ directed readings
   ___ regular meetings with supervisor/mentor
   ___ committee service
   ___ in-house seminars, workshops, programs
   ___ travel to local and regional seminars, workshops, programs, and professional meetings
   ___ travel to national seminars, workshops, programs, and professional meetings
   ___ other (please describe) _____

10. Are residents paid for their work?
   ___ yes (please record an hourly or annual rate) $_____
   ___ no

11. How is the resident program funded? (check all that apply)
   ___ from existing library operating budget
   ___ from special/endowed library funds
   ___ by separate funds from parent institution
   ___ by library agency or association (e.g. CLR, ALA)
   ___ other (please describe) _____

12. What is the annual budget for the resident program? $_____

13. How is the success of the resident program measured?

14. What other comments would you share with ARL libraries designing new resident programs?

*****

Please return survey responses and related documentation by November 6, 1992 to: Julie Brewer, University of Delaware Library, Newark, Delaware 19717-5267.

GUIDELINES FOR PRACTICES AND PRINCIPLES IN THE DESIGN, OPERATION, AND EVALUATION OF POST-MASTER'S RESIDENCY PROGRAMS

The Association for Library and Information Science Education has adopted the following definitions for the various levels of internships and residency programs:

Internship and Field Experience

The structured pre-professional work experience which takes place during graduate course work or after course work but preceding the degree, usually for a short amount of time.

Residency

The post-degree work experience designed as an entry level program for professionals who have recently received the MLS degree from a program accredited by the American Library Association.

Mid-career Fellowship

The experience, often referred to as a middle management internship, designed to assist librarians, who already have some professional experience, to develop a specialty or to improve management skills.

These guidelines have been developed for Residency programs.

Introduction and Rationale

The career development of new information professionals is a partnership effort shared by schools of library and information studies (LIS schools), the organizations that employ such professionals, and the professionals themselves. The master's degree program offered in LIS schools provides the initial education and theoretical base for practice as an information professional. Further education and structured learning in entry level positions is available through residency programs designed as post-degree work experience for recent recipients of the MLS degree.

Such programs benefit both the new professional and the host organization. For the employee, a residency program provides the opportunity to

* gain work experience in a guided situation;
* obtain a practical overview of the working of an information agency;
* enter a structured mentoring program;
* explore critical issues;
* further define career goals; and
* accelerate the career path.

For the organization, benefits include

* the opportunity to recruit aggressively new professionals on an ongoing basis;
* the ability to assess in a real situation the suitability of an individual for longer term employment;

* the stimulation provided by a regular infusion of new personnel;
* the motivation for ongoing self examination; and
* the rewards of contributing in a substantial way to the development of leadership for the profession.

Features of Residency Programs

Residency programs should be planned for a minimum of one year with the option to extend the program if mutually agreeable to the institution and the resident. Included in the program should be a sequence of structured learning experiences which will enable the resident to gain a practical overview of the type of institution and will also provide the opportunity for specialization in areas of interest to the resident. A valuable objective for the program would be to extend and deepen the participant's awareness of the research of the field. This might be achieved both through readings and through carrying out a research project as a component of the program. Insofar as possible, programs should provide flexibility in order to accommodate both the needs of the resident and those of the employing institution. The sponsoring institution's staff should be of sufficient size to manage the residency program.

Roles and Responsibilities of Employing Institutions

The employing institution is expected to provide an experience to further the resident's knowledge and capability in the profession through provision of

* a nurturing environment in which to learn;
* a systematically designed educational experience to assure a sequence of structured learning experiences that match the individual career goals and institutional needs;
* general inhouse orientation to the employing institution's practices and procedures, not limited to the area to which the resident is assigned;
* exposure to a broad range of operations, services, and issues in a specific institution and a chance to receive specialized orientation and mentoring in an initial job;
* opportunities to attend state, regional and national conferences and workshops when relevant to the resident's professional development;
* other enriching experiences, such as a seminar series or meetings with key decision makers;
* ongoing communication with the resident and an assigned staff member to assess progress, share insights, review assignments, provide constructive feedback and evaluation, and make any necessary modifications to the program;
* opportunities for mentoring relationships and networking within the institution and the profession;
* salary and benefits comparable to similar levels of employment;
* advice and assistance to the resident in seeking post-residency employment in an institution where continued professional development can be expected.

Roles and Responsibilities of Residents

Residents have primary responsibility for

* deciding what type of post-master's experience they wish to have;
* investigating options for residencies;
* submitting required application materials in a timely fashion;
* working with the host institution to develop a learning experience that will be most productive for all;
* recognizing that provision of a residency experience places considerable extra work on the host staff;
* designing a program that contributes to the host institution and establishes a basis for the resident's professional career;
* making a work contribution to the host institution;
* understanding that residency experiences occur in a variety of environments and that a variety of work norms may be appropriate;
* making every effort to complete the program and to accomplish what has been agreed upon;
* taking advantage of the program by pursuing a professional career that is appropriate to the residency; and
* understanding that the host institution likely will not be in a position to offer the resident a permanent position.

Recruitment

Employing institutions are free to publicize the availability of residency programs and to seek applicants as they do other professional openings. It is recommended, however, that the accredited library and information science programs be contacted for nominations from which the sponsoring agency can request applications and select the most qualified and appropriate candidate(s) for interviews and on-site visits. Publicity should include

* details of the residency program;
* the qualities sought in candidates; and
* a request for the faculty to nominate qualified candidates.

Compensation for residents should be equivalent to other beginning professional salaries.

The residency program should not be considered as an opportunity to identify permanent employees, although residents should be free to apply for positions in the institution which may become available. The initial understanding should be that the residency is part of the librarian's educational program and that employment in a different environment will normally follow the residency period.

Evaluation

Programs will vary from site to site and with the individuals recruited at each site. As a consequence, only the most general guidelines for evaluating participants are provided here. A program will benefit from an explicit, formal evaluative procedure. Evaluation requires that specific goals be established and defined as a part of the program. These should be

communicated to candidates during the recruiting and selection process. Criteria for evaluating participants can then be created to help supervisors determine progress toward achieving the goals of the program. The evaluation process should include scheduled meetings during the program, either monthly or bimonthly, that are directed at assessing the participant's progress. A final meeting held at or near the end of the program will enable the participant and the institution to share perceptions of the program and serve also as means of presenting an overall evaluation of the participant's progress. The seminar is a model from the academic world that might be followed, where a student prepares a formal report detailing his or her discoveries and accomplishments. Grading of the participant's performance is not recommended, but an assessment of the degree to which the resident's achievement has been satisfactory is appropriate.

Revised for ALISE

October 9, 1992

University of California
Library Residency Program

The University of California is pleased to announce its Library Residency Program. This program is one aspect of the University's commitment to diversity and is designed to assist members of underrepresented groups to gain entry into academic librarianship. It provides two-year residencies for two recent library school graduates, one at a northern campus of the University and one at a southern campus. Candidates will have an opportunity to work in public or technical services, collection development, or automation, depending on their qualifications and interest.

Each resident will be provided a variety of opportunities for professional enrichment, including a mentor for the two-year program; membership in the Librarians Association of the University of California; and support for professional development. The University's libraries on the nine campuses, with 24 million volumes and 350,000 serials subscriptions, form the largest academic library system in the world.

Qualifications: Recent MLS from an ALA-accredited program. Salary: $28,668 (temporary, two-year appointment at the Assistant Librarian level) plus benefits. The positions are represented by the University Federation of Librarians, AFT.

Application for one or more of the programs listed above may be made by sending a letter of application, resume, and a list of three professional references to: Jacqueline Hanson, Assistant University Librarian, Central University Library, C-075-H, University of California, San Diego, La Jolla, CA 92093. The residencies will be available September 1, 1992. Applications received by June 1, 1992 will receive first consideration. For further information, call Jacqueline Hanson (619) 534-3064.

CORNELL UNIVERSITY LIBRARY
RESIDENCE PROGRAM FOR MINORITY LIBRARIANS

PURPOSE

The program will provide minority librarians with professional work experience and training in an academic, research library setting. The primary goal of the program is to actively promote an increase in the number of experienced minority librarians in the research library community. Those who participate will augment their skills and increase their competitiveness for permanent positions in the major research institutions. Eligible candidates will include recent graduates of an MLS or equivalent graduate degree program and librarians already in the field.

PROGRAM DESCRIPTION

The two-year program is designed to present a view of the purposes and programs of a research library in a major university and to provide residents with an opportunity to participate in the daily operations of at least two departments or functional areas. Possible combinations of work settings include assignments in public services and technical services; or in a more specialized library or collection and a larger general library. A program for each resident will be developed which balances the individual goals of the individual with the needs of the sponsoring unit and the overall goals of Cornell University Library.

In addition to working within two operational areas, residents will have the opportunity to participate in administrative assignments, library committees, and other professional activities. A series of seminars will be offered by librarians at Cornell for residents and other staff to broaden the scope of the residents' experience and encourage them to examine some of the critical issues facing academic research libraries.

One resident will be selected each year for a total of two in the program at any given time. Criteria for eligibility will include an MLS or equivalent library degree and membership in an ethnic group which is under represented in American higher education.

Anyone interested in the program should contact:

Caroline Spicer, Director
CUL Minority Residence Program
104 Olin Library
Cornell University
Ithaca, NY 14853-5301
(607)255-7033

Qualifications

Recent minority graduate from an ALA-accredited masters program. Interest in academic librarianship and a desire for professional growth.

Salary and Benefits

The minority resident will receive annual compensation at the level of assistant librarian. Benefits include health coverage, dental insurance, and course fee waiver. Relocation assistance will be provided. This is a non renewable two-year appointment. The resident will be eligible to apply for available continuing positions in the University of Delaware Library.

To Apply

Send a letter of application, resume, and placement file or the names and telephone numbers of three references to the Assistant Director for Library Administrative Services, University of Delaware Library, Newark, Delaware, 19717-5267. Telephone 302-831-2231.

The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, sex, religion, ancestry, national origin, age, handicap or veteran status in its educational programs, activities, admissions or employment practices as required by Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, title VI of the Civil Rights Act of 1964, and other applicable statutes. Inquiries concerning title IX, Section 504 compliance and information regarding campus accessibility and Title VI should be referred to the Affirmative Action Office, 307 Hullihen Hall, 302 831 2835.

3/92

University of Delaware Library
Newark, Delaware 19717-5267

University of Delaware Library

Library Minority Residency

U N I V E R S I T Y O F D E L A W A R E

The Program

The University of Delaware Library offers a two-year Minority Residency intended to increase the representation of minority librarians at the University of Delaware and to encourage the involvement of minority professionals in academic librarianship. The program forms part of the Library's affirmative action plan and reflects the University of Delaware's strong commitment to affirmative action.

First year
Work with librarians in a number of library departments, gaining broadly based experience

Second year
Concentrate in an area of responsibility to further specific professional goals of the individual

The resident will be eligible for available continuing positions in the University of Delaware Library

Opportunities

- Library committee service
- Professional workshops
- Specialized training
- Travel support for conferences of professional library organizations each year

The Library

The University of Delaware Library, a member of the Association of Research Libraries and the Center for Research Libraries, is comprised of the Morris Library where the main collection is housed, and four branch libraries.

The collections include over two million volumes, and an increasing amount of material in other information formats.

University of Delaware Library collections parallel the University's academic programs and support all disciplines. The University of Delaware Library is a depository library for U S government publications and a patent depository. Special Collections includes comprehensive holdings in the fields of the history of chemistry, engineering and technology; the history of horticulture and landscape architecture; Delawareana; Irish literature and first editions and manuscripts of contemporary American authors.

DELCAT, the integrated online library system, provides a public catalog, automated circulation and acquisitions; DELCAT Plus provides searching access to the contents of journals through four databases of professional journal literature. A new building, completed in 1986, and a dedicated library staff enhance the accessibility of the library materials.

The University

The University of Delaware is located in Newark, Delaware, in the northwest corner of the state and offers a traditional small town college atmosphere. The location gives easy access to major cultural and entertainment centers in nearby metropolitan areas including Philadelphia, Baltimore, Washington, D.C., and New York City. Founded as a small private academy in 1743, the University of Delaware has grown to a major state-assisted university.

Highlights
- Over 20,000 total enrollment
- Land Grant and Sea Grant institution
- Ten colleges–eight offer both under graduate and graduate degrees in agricultural sciences, arts and science, business and economics, education, engineering, human resources, nursing, and physical education, athletics and recreation and two graduate colleges with degrees in marine studies and urban affairs and public policy
- Cooperative programs with the Henry Francis du Pont Winterthur Museum, the Eleutherian Mills-Hagley Foundation, Longwood Gardens and the Bartol Research Institute
- Strong commitment to increase the enrollment of students from diverse backgrounds and a variety of geographic regions
- More than half of the student body is from outside of Delaware (nearly every state is represented as well as 95 foreign countries)

University of Delaware Library
Minority Resident

ROTATION EVALUATION GUIDELINES

The resident will rotate through four library divisions during the first year of the residency program. To record the resident's accomplishments in each area and to provide feedback on the program both the resident and the Assistant Director in each division are requested to complete a brief written evaluation at the end of each rotation. Suggested guidelines for the rotation evaluations are outlined below.

RESIDENT EVALUATION

The resident will summarize the rotation in each division by briefly addressing the following concerns. The written summary may be one to three pages long. It should be submitted to the appropriate Assistant Director no later than two weeks following the rotation period.

1. Describe major project(s) and/or primary responsibilities while working in the division including goals and objectives that were previously agreed to (if any).

2. Summarize results of the project(s) or new skills/knowledge developed while working in the unit.

3. Evaluate factors which aided or hindered the achievement of project(s) and/or responsibilities (i.e. staff support, sufficiency of training, availability of equipment, supervisor support, intern program design, etc.)

4. Provide suggestions for future residents working in the division.

ASSISTANT DIRECTOR EVALUATION

The Assistant Director will respond in writing to the resident's summary. The response may address any of the following items or other concerns that arose during the rotation period.

1. Comment or expand on the resident's report.

2. Evaluate the resident's accomplishments, as well as, the skills and abilities which enabled him to achieve these results.

3. Suggest areas of librarianship the resident may pursue based on his experience in the division and any additional skills or experience required.

4. Suggest possible second-year assignments for the resident.

5. Suggest possibilities for future resident rotations in the division (if applicable).

EVALUATION MEETING

The resident and Assistant Director will meet briefly to discuss the two written reports. The written reports and evaluation meeting should be completed within four weeks after the resident has left the division. At the end of the evaluation meeting the resident and unit coordinator are asked to sign and date the reports and send one copy to the Assistant Director of Libraries for Library Administrative Services.

revised 7/16/92

UIC The University of Illinois at Chicago

The University Library (M C 234)
Box 8198, Chicago, Illinois 60680
(312) 996-2716

Academic Resident Librarian Program
1993-94

Brief Program Description
The University Library, University of Illinois at Chicago (UIC), seeks candidates for its Academic Resident Librarian Program to serve one-year post-graduate appointments in the University Library system. Appointments may be renewed for a second year. The program, begun in 1982, features a seminar series on library and information science issues, library and association visits, in addition to the opportunity to gain academic/research library experience in a dynamic and creative university environment. Residencies are available in several functional units of the Library. Priority departmental areas for 1993-94 include: Reference (both Main Library & Library of the Health Sciences), Government Documents, and possibly technical services departments.

Minimum Qualifications
Recent completion of a master's degree program in library and information science from an ALA accredited library school (graduation date spring 1992, or later); knowledge of, and interest in academic libraries; ability to establish and maintain good working relationships with library staff, as well as faculty, students, and other library users.

The Library and the Campus
UIC's colleges and professional schools offer bachelor's degree programs in over 90 fields, master's degrees in 79 areas, and doctoral degrees in 45 specializations. The campus is located just west of Chicago's Loop. The campus has an enrollment of 25,000 students, 35% of whom are graduate and professional students. The University Library is a member of the Association of Research Libraries (ARL), contains more than 1.6 million volumes, and has a total staff of 294; 77 are Library Faculty or Academic Professional staff.

Salary/Appointment Terms
Salary is comparable to beginning librarians (in 1992-93, beginning librarian salaries were $24,500); twelve month visiting academic appointment with 24 days vacation; two weeks annual sick leave with additional disability benefits; 11 paid holidays; paid medical coverage (coverage for dependents may be purchased); dental and life insurance; participation in the Illinois State Universities Retirement System is compulsory (8% of salary is withheld and is tax exempt until withdrawn); no Social Security coverage, but Medicare payment required. Appointments for 1992-93 will be effective beginning **August 16, 1993**.

For fullest consideration, apply by **April 9, 1993**. Apply with letter of interest, supporting resume, and names of at least three references to:

Darlene M. Ziolkowski
Personnel Librarian
University Library
University of Illinois at Chicago
Box 8198
Chicago, Illinois 60680

The University of Illinois is an
Affirmative Action/Equal Opportunity Employer

UIC
The University of Illinois at Chicago

Draft

Office of the University Librarian (M C 234)
Box 8198, Chicago, Illinois 60680

December 3, 1992

Dear Dean:

We again seek your help in identifying outstanding candidates for placement in our 1993/94 Academic Resident Librarian Program. This program, now in its eleventh year, is aimed at recent library and information science graduates interested in a career in academic librarianship.

This year we will offer four or five residencies, placing graduates in one of the Library's functional departments where he or she will work as a librarian in a first professional job. A monthly seminar series, library and association visits, and informal social gatherings are other components of the program. Seminars are conducted by various members of the library faculty who are experts in a particular area. Librarians are members of the faculty at UIC and resident librarians are typically appointed at the rank of visiting lecturer.

A second-year residency is an option, and is encouraged. Plans for the second-year are discussed with residents midway through the first year. Most residents opt for a second year, some remaining in their assigned unit, others seeking a different experience in another Library unit. The Library negotiates the second-year experience with departments and residents.

The purpose of the program is to give library school graduates an opportunity to try out academic librarianship in a dynamic, change-oriented, ARL library environment; to gain experience in one or more areas of librarianship; and to experience living in Chicago. We offer a creative, professional environment and an opportunity to work with some of the leaders in the field. Our salaries for residents are comparable to beginning salaries in academic libraries. Our long-term expectation is that some residents will apply for permanent appointment as they conclude their second year, though this is not a requirement. Should the Library or resident recognize a mismatch during the first year, no stigma is attached to the decision to complete only the first-year.

We have a particular interest in recruiting minority librarians, but greatly appreciate your help in identifying *all* outstanding candidates. A copy of the residency announcement is enclosed for your information. Please post or distribute to your faculty or students as appropriate. If you have questions about the program, please feel free to contact John Berry, Director of Development and Special Programs at (312)996-2716.

Thanks again.

Sincerely,

Sharon A. Hogan
University Librarian

enclosure

UIC
The University of Illinois
at Chicago
The University Library

First-Year Resident Librarian's Professional Development Seminars
1992-93

- "The Library, the Campus and the University,"*William G. Jones, Assistant University Librarian for Collection Development and Information Services*. Thursday, September 24, 1992, 3-5:00 pm, Main Library, Administrative Conference Room, 1-360.

- "Trends in Library Automation: The Current Environment," *Nancy R. John, Assistant University Librarian for Collection Control and Delivery*, and *E. Paige Weston, Systems Coordinator*. Monday, November 23, 1992, 3-5:00 pm, Main Library, Administrative Conference Room.

- "The Library Faculty/Teaching Faculty Relationship," *Julie M. Hurd, Science Librarian, H. Robert Malinowski, Principal Bibliographer & Librarian for Engineering, and Joan M. Fiscella, Professional Studies Librarian*. Thursday, December 17, 1992, 3-5 pm, Main Library, Administrative Conference Room.

- "Getting (and Staying) Involved in Professional Associations: Survival Strategies," *John W. Berry, Director of Development and Special Programs*. Tuesday, January 19, 1993, 3-5 PM, Library of the Health Sciences, Room 204.

- "Managing the University Library: Directions for the 1990s," *Sharon A. Hogan, University Librarian*. Thursday, February 20, 1993, 3-4:30 PM, Main Library, 1-360.

- "Issues in International Librarianship: IFLA and the New World Order," *Robert Wedgeworth, Interim University Librarian, University of Illinois at Urbana-Champaign and President, IFLA; Nancy R. John, Assistant University Librarian for Collection Control and Delivery Services*. Friday, March 12, 1992, 10 AM–Noon, Main Library, Administrative Conference Room.

- "Multitype Library Systems in Illinois: Where We've Been and Where We're Going," Alice Calabrese, Executive Director, Chicago Library System. Thursday, March 25, 1993, 3-5:00 PM, Library of the Health Sciences, Room 204.

- "Faculty Status Issues in Research Libraries," *Marsha Selmer, Map Librarian*, and *Robert A. Daugherty, Circulation Librarian*, Thursday, April 16, 1993, 9-11 AM, Library of the Health Sciences, Room 204.

- "The Search for Rules," *William G. Jones, Assistant University Librarian for Collection Development and Information Services*, and*Stephen E. Wiberley, Jr., Bibliographer for the Social Sciences*. Thursday, May 28, 1993, 1:30-3:30 PM, Main Library, 1-360.

- "The Publication Process: Getting Published," *Ann C. Weller, Deputy Librarian of the Health Sciences*, and *Trudy Landwirth, Health Sciences Librarian (Peoria)*, Thursday, June 11, 1993, 11:30 AM-1:30PM, CCC 504.

JWB
10/92

BEST COPY AVAILABLE

THE RESEARCH LIBRARY RESIDENCY PROGRAM

The Research Library Residency Program of the University of Michigan Library provides recently graduated librarians with opportunities for advanced training and practical work experience in one of the nation's largest research libraries. Similar to a program of medical internship or legal clerkship, the Program is designed to sharpen the new librarians' analytical, critical, and organizational skills at the beginning of their careers in the profession. As members of the University of Michigan Library staff, Residents participate in an active program of professional seminars and daily work experiences. Of course, as with any dynamic residency program, the benefits are mutual: each year the University library is itself rejuvenated by the arrival of talented new professionals, who bring diverse backgrounds, stimulating ideas, and fresh enthusiasm.

ADMISSION

Admission to the Residency Program is very selective. Each year, the University Library appoints four new Residents from among a large number of applicants. Persons selected to participate in the Program are given a full-time, non-renewable appointment to the University Library staff for two years at the professional rank of Assistant Librarian, with an entry-level salary. Professional performance evaluations and benefits also apply to the appointments. Continuation into the second year is based on Residents' successful performance during their first year in the Program.

ASSIGNMENTS

A Resident may be placed into either of two kinds of positions: a single assignment in one library unit or a clustered assignment in two or three units in the Library system.

The single assignment fosters the development of a post-graduate specialization. Placement may be made in any department or division of the Library.

A clustered assignment provides a Resident with broad experience in many of the formal processes and services of an organizationally complex library system. Such an assignment might consist, for example, of positions in more than one of our branch libraries or in a Technical Services unit and a public service department of another Library unit.

In all cases, Residents are appointed to fully professional positions that include all the responsibilities and challenges of any first job as a librarian and information specialist. As integral members of the Library staff, they are also given many opportunities to participate in special projects in both their assigned units and the Residency Program itself.

EDUCATIONAL COMPONENT

A strong educational component distinguishes the Residency Program from most other entry-level experiences in the profession. Here, as they begin working in the first stage of their careers, the new librarians continue to critically examine professional and scholarly issues affecting research libraries in a formal program of seminars and meetings. The Residency Program, in other words, ensures that day-to-day work experiences interact productively with theories of effective librarianship.

The seminars invite a variety of viewpoints and questions and encourage members to range broadly and deeply as they consider important issues in the light of their past training and current assignments. In these formal meetings, residents

are joined by administrators and other staff members, or outside library leaders so that each discussion may be informed by many perspectives and fields of experience. The frequency and format of the sessions vary with each topic.

Seminars typically deal with key issues in such general areas as:

- Uses of automation, bibliographic utilities, and research networks
- Issues in library and administration
- Organization and utilization of library facilities
- Development and management of collections
- Preservation and conservation
- New roles for public and technical service librarians.

PEER SUPPORT

One attractive feature of the Residency Program is the opportunity it provides for new librarians to establish close contact with peers very early in their careers. Because Residents come from many schools of library and information science and work in diverse assignments in the Program, they have much to learn from one another as they broaden their perspectives on their roles in research librarianship. As they begin their first professional assignments, then, they have an immediate peer group available from which each member can receive advice and support.

The University Library encourages members of the Program to develop a strong sense of community. Residents meet periodically to informally discuss their assignments, the Library's operations, seminars, problems they may be encountering, and a variety of other subjects. As one former Resident said, "The informal support system . . . has developed into a valuable outlet for sharing experiences, insights, concerns, support and, yes frustrations, so that, for all of us, the Residency Program has taken on a greater dimension." In addition, members play an important role in recruiting new groups of Residents, which fosters a firm commitment to their incoming colleagues and to the Program overall.

Through informal meetings at professional conferences the Library urges former and current Residents to maintain a strong interest over time in each other's careers. The Program grows, then, as members also grow in the profession.

WHERE DO RESIDENTS GO?

Residency at the University of Michigan Library expands participants' resumes and opens their career choices, enabling them to apply confidently for preferred positions at such institutions as:

Emory
Harvard
Johns Hopkins
Maine, Orono
NOTIS Systems, Inc.
Ohio State
Research Library Group
University of California, San Diego
University of Michigan
University of Texas, Austin

APPLICATION

The Residency Program seeks highly motivated persons who are committed to a career in research librarianship and who have demonstrated a sound potential for leadership in the profession. Applicants should possess effective communication skills and be able to work closely with researchers and colleagues. They should also have earned strong undergraduate and graduate school records and demonstrated a continuing interest in research in the field of librarianship.

Application is open to persons who are in their final year of study in a school of library and information science and who would be available for a full-time appointment for the following two academic years. Individuals who will receive their professional degree by August of a given year and who would be able to begin residency in September should apply to the Residency Program by February 15th of that year.

The following items should be sent to the Program Coordinator

CURRENT RESUME

ESSAY indicating how the Residency Program may advance your career goals and how your academic background and previous work and general life experiences relating to those goals would be especially pertinent to your participation in the Program. The essay need not be lengthy, but it should adequately cover these subjects.

NAMES of three persons who will be able to judge your previous accomplishments and your potential contributions to the profession. (These people may be contacted by telephone. Please include at least one work-related reference.)

TRANSCRIPTS from undergraduate and graduate schools. (Unofficial transcripts that are forwarded by your library school are acceptable.)

GRE SCORES, if available. (A copy of GRE scores on file in and sent by your library school is acceptable.)

PLACEMENT FILE, if one already exists, from your library school.

Preliminary interviews of applicants who have been initially screened by a Library committee may be conducted by telephone and at regional and national conferences, such as the ALA Midwinter Conference. Persons on the final list of candidates are invited to the University of Michigan campus for interviews during mid- to late April each year.

Offers are made to selected candidates in early to mid-May for appointment to the following September's group of residents.

All application materials should be sent, for arrival by February 15th, to:

Program Coordinator
Research Library Residency Program
818 Harlan Hatcher Graduate Library
The University of Michigan
Ann Arbor, Michigan 48109-1205

The University of Michigan, as an Equal Opportunity/Affirmative Action employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of The University of Michigan that no person, on the basis of race, sex, color, religion, national origin or ancestry, age, marital status, handicap, or Vietnam-era veteran status, shall be discriminated against in employment, educational programs and activities, or admissions. Inquiries or complaints may be addressed to the University's Director of Affirmative Action, Title IX and Section 504 Compliance, 2012 Fleming Administration Building, Ann Arbor, Michigan 48109-1340, (313) 764-3423 (TDD 747-1388).

The Regents of the University: Deane Baker, Ann Arbor; Paul W. Brown, Petosky; Neal D. Nielsen, Brighton; Philip H. Power, Ann Arbor; Thomas A. Roach, Ann Arbor; Veronica Latta Smith, Grosse Ile; Nellie M. Varner, Detroit; James L. Waters, Muskegon; James J. Duderstadt (ex officio).

THE UNIVERSITY AND THE LIBRARY

The University of Michigan is consistently ranked among the nation's finest universities. Its nearly 300 departments operating in 17 schools and colleges offer a range of challenges to talented researchers, students and teachers that few other institutions can equal.

The University's stature is also reflected in the reputation of the University Library. Now a century-and-a-half old, with over 6,000,000 volumes, innovative programs located in 19 divisional and branch libraries, and a close liaison with U-M's excellent School of Information and Library Studies, the Library serves as a major international research facility. For the new Resident, its 104 librarians represent an array of subject and technical specialties that constitute a treasure in professional knowledge and experience.

ANN ARBOR

Ann Arbor is a rarity: a dynamic community with an international flair combining the energetic atmosphere of a major cultural center with a clean, safe living environment. Its 100,000+ residents contribute to a wealth of cosmopolitan advantages in the arts, politics, athletics and recreation, education, cuisine and special citywide and neighborhood programs. Since 1837, the city and the University have together shaped the idea of the "university town" in its best sense of shared strengths and commitments arising from distinct but complementary missions.

Guidelines

Unit Proposals for the Research Library Residency Program

Proposals should address the following topics:

1. Specific Assignment of the Resident

Provide a description (similar to ones submitted for any professional position) indicating the activities in which the Resident will participate and the anticipated percentage of time for each major activity.

2. Training and Evaluation of the Resident

Indicate how the training will be addressed for the Resident and who will be responsible for all, or segments, of the training. Indicate who will have responsibility for evaluating all, or segments, of the Resident's performance, and who will conduct the formal performance evaluation. (It is important to identify the formal supervisor but also those staff who will be contributing to the success of the Resident through training and general support.)

3. Relationship to Unit Goals & Objectives

Explain how the proposal will support Unit objectives and goals, the benefit(s) in relation to specific projects or activities. Also indicate benefits to the staff of the Unit.

4. Advantages to the Resident and the Profession

Explain how the proposal will benefit the Resident in terms of professional and career growth and development. In addition, describe how the Resident will engage in assignments that will foster creativity and innovation. Also, in what way(s) will the proposal contribute to the profession more broadly?

5. Unit Flexibility and Dependability

Indicate how the Unit will respond to the need for flexibility in scheduling in order for the Resident to participate fully in the instructional component of the program. Indicate what steps will be taken to prevent or minimize the Unit becoming dependent on this position (e.g., how will the activities be assigned and maintained at the end of the Residency period?)

6. Resources

What additional resources will be necessary, if any, for your Unit to have a Resident?

Proposals are due on Monday, January 11, 1993. Please send them to Jean Loup, 818 HHGL-S.

THE OHIO STATE UNIVERSITY

University Libraries

Columbus, OH 43210

MINORITY LIBRARIAN INTERNSHIP

POSITION
Library Intern

PROGRAM
The Ohio State University has a strong commitment to affirmative action and is actively seeking to increase minority representation in all areas of the University. The University Libraries' Minority Librarian Internship is one component of the Libraries' overall affirmative action plan and is intended to increase the representation of minority librarians at Ohio State and to further the growth and development of minority librarians within the profession. The program is designed to assist a recent library school graduate in making a successful transition to academic research librarianship. Ohio State, one of the nation's largest academic research library systems, has the resources and commitment to introduce and orient the recent minority graduate to the complexities of librarianship in a highly diverse environment. The two-year internship will provide the opportunity for hands-on experience in most areas of the University Libraries' operations, including the workings of public and technical services as well as administration. The first year includes an introduction/orientation to the various departments and operations, while the second year of the internship will emphasize one or more areas of special interest to the intern.

QUALIFICATIONS
Recent MLS from an ALA-accredited program (degree requirements must be fulfilled by Fall, 1991). The focus of the program is to increase the number of African-Americans, Hispanic-Americans, and native Americans in the University Libraries.

STARTING DATE
As early as July 1, 1991; preferably not later than Fall, 1991.

SALARY
$24,360 - 26,000 per year, plus allowance to cover benefits. This is a nontenured track, nonrenewable, two-year appointment. During the second year of the program, the intern will be eligible to apply for available faculty positions in the University Libraries. The Libraries will assist an intern who wishes to seek a professional appointment elsewhere.

ENVIRONMENT
Founded in 1870, Ohio State is a comprehensive, state-assisted, urban university, offering a complete environment for learning for its 3,800 faculty and 54,000 students. The University Library system is composed of the Main Library, twenty-one department libraries, an undergraduate library, the University Archives, and five special collections on the Columbus campus; four regional campus libraries; and the Agricultural Technical Institute's library at Wooster. Staff of the Libraries is composed of 130 librarians and professional staff and over 200 Classified Civil Service staff. Its collection of four and one half million volumes makes it one of the nation's largest research libraries.

Ohio State is a leader in library user education, with a program that reaches all entering freshman and a developing program of course-related instruction for upper level undergraduate and graduate students. It is also a leader in the development and use of library-related computer technology. The Library Control System (LCS) supports circulation control and serves as an online public access catalog, with full bibliographic records and subject access provided for most holdings processed since 1971. Ohio State is a charter member of OCLC.

APPLICATION
The position will remain available until filled. Applicants should submit resumé; undergraduate and graduate transcripts; and names, addresses, and telephone numbers of three references to Sharon A. Sullivan, Personnel Librarian, The Ohio State University Libraries, 1858 Neil Avenue Mall, Columbus, Ohio 43210.
Telephone: 614-292-6151.

THE OHIO STATE UNIVERSITY
IS AN EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Introduction

The Ohio State University Libraries initiated the Minority Librarian Intern Program in July 1989 to recruit members of the minority groups underrepresented in the profession generally and at Ohio State as well.

Program

The Ohio State University Libraries is committed to the Affirmative Action Program of the University in the recruitment and retention of minority students, faculty, and staff.

The University Libraries' Minority Librarian Intern Program is one component of the Libraries' overall affirmative action program which is intended to increase the representation of minority librarians at Ohio State and to further the growth and development of minority librarians within the profession. This newly established program is designed to assist a recent library school graduate in making a successful transition to academic research librarianship. One of the nation's largest research libraries, the University Libraries has the resources and commitment to introduce and orient the recent minority graduate to the complexities of librarianship in a highly diverse environment.

The two-year, non-tenured internship will provide the opportunity for hands-on experience in almost all areas of the University Libraries' operations, including the workings of public and technical services, as well as administration. The first year includes introduction/orientation to the various departments and operations while the second emphasizes one or more areas of special interest.

The Ohio State University

Founded in 1870, the Ohio State University offers a comprehensive educational environment for more than 59,000 students, 4,500 faculty, and 6,260 staff. It is located in Columbus, Ohio, a growing urban center with cultural and technological diversity. Local attractions include the Columbus Symphony, BalletMet, the Center of Science and Industry (COSI), the Wexner Center for Visual Arts, and the Columbus Museum of Art—all easily accessible from the campus area. Adjacent to the campus are Chemical Abstracts and Battelle Memorial Institute. OCLC, the national bibliographic utility, is headquartered nearby in Dublin, Ohio.

Ohio State offers degree programs in many academic and professional disciplines from the liberal arts and sciences. Doctorates are awarded in 97 areas.

In addition to the main campus, there are four regional campuses at Lima, Marion, Mansfield, and Newark, and the Ohio Agricultural Research and Development Center and the Agricultural Technical Institute in Wooster, Ohio. Students can choose from offerings in the 19 colleges, seven schools, and the Graduate School. The Ohio State University is accredited by the North Central Association of Colleges and Schools.

University Libraries

The University Libraries' system is composed of the Main Library, twenty-one department libraries, an undergraduate library, the University Archives, and five special collections of the Columbus campus; four regional campus libraries; and the Agricultural Technical Institute Library at Wooster, Ohio. One hundred twenty-eight librarians and professional staff and over 210 Classified Civil Service employees service the informational needs of the University. The Libraries' collection of 4.5 million volumes makes it one of the nation's largest research libraries.

The automated Library Control System supports circulation control and serves as an online public access catalog, with full bibliographic records and subject access for most holdings processed since 1971.

The Libraries has received national recognition for its user education program which reaches all entering freshmen, as well as many upper level undergraduate and graduate students. The program is now in its twelfth year.

"The Minority Librarian Intern Program at the Ohio State University Libraries has offered me a unique opportunity to learn about large academic libraries. I have had the opportunity to enhance my awareness on the local and national level through meetings, workshops, and attendance at ALA—all during my first year. After completing my first year, I plan to work in a department library."

- Leta Hendricks
First Year Minority
Librarian Intern

Application

To obtain more information about the Ohio State University Libraries Minority Librarian Intern Program, please call or write:

Personnel Librarian
110 Main Library
Ohio State University Libraries
1858 Neil Avenue Mall
Columbus, Ohio 43210-1286
(614) 292-6151

T · H · E
OHIO
STATE
UNIVERSITY

THE OHIO STATE UNIVERSITY IS AN EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

MINORITY LIBRARIAN
INTERN PROGRAM

SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

FELLOWSHIP PROGRAMS

ASSOCIATION OF RESEARCH LIBRARIES

OFFICE OF MANAGEMENT SERVICES

ARL/OMS FELLOWSHIP SURVEY

Library/Institution _____

Contact Person _____

Title _____ Telephone _____

*****

For the purposes of this survey "fellowship" is defined as a mid-career program.

*****

1. How many years has your library had a fellowship program? ___

2. How many fellows participate in the program at one time? ___

3. How many fellows have participated in the program to date? __

4. How many fellows have subsequently been offered permanent positions in the library? ____

5. What is the intended duration of a fellowship?
   - ___ one semester (4 months or less)
   - ___ one academic year (9 months or less)
   - ___ one calendar year (12 months)
   - ___ two calendar years (24 months)
   - ___ other (please describe) _____

6. What are the primary organizational objectives in supporting the fellowship program? (check all that apply)
   - ___ to provide a variety of library work experiences
   - ___ to provide specialized training in one area such as administration, cataloging, or preservation (please identify area of specialization) _____
   - ___ to supplement staff in day-to-day operations
   - ___ to assist staff in completing special projects
   - ___ to recruit/assess potential employees for your library
   - ___ to recruit fellows into academic/research librarianship
   - ___ other (please describe) _____

7. What are the eligibility requirements for participating in the fellowship program? (check all that apply)
   - ___ MLS degree plus ___ years professional library experience (please indicate minimum number of years)
   - ___ minority status (please define) _____
   - ___ interest in specialized training (such as administration, cataloging, or preservation)
   - ___ previous specialized education or training (please define) _____
   - ___ other (please describe) _____

8. How are fellows recruited? (check all that apply)
   ___ through established employment practices
   ___ through a nomination process
   ___ through a fellowship program developed by an external agency, such as CLR (please identify) _____
   ___ other (please describe) _____

9. What types of training/developmental opportunities are provided? (check all that apply)
   ___ observation/participation in day-to-day operations
   ___ assignment of special projects
   ___ directed readings
   ___ regular meetings with supervisor/mentor
   ___ committee service
   ___ in-house seminars, workshops, programs
   ___ travel to local and regional seminars, workshops, programs, and professional meetings
   ___ travel to national seminars, workshops, programs, and professional meetings
   ___ other (please describe) _____

10. Are fellows paid for their work?
   ___ yes (please record an hourly or annual rate) $ _____
   ___ no

11. How is the fellowship program funded? (check all that apply)
   ___ from existing library operating budget
   ___ from special/endowed library funds
   ___ by separate funds from parent institution
   ___ by library agency or association (e.g. CLR, ALA)
   ___ other (please describe) _____

12. What is the annual budget for the fellowship program? $ ____

13. How is the success of the fellowship program measured?

14. What other comments would you share with ARL libraries designing new fellowship programs?

*****

Please return survey responses and related documentation by November 6, 1992 to: Julie Brewer, University of Delaware Library, Newark, Delaware 19717-5267.

CORNELL UNIVERSITY LIBRARY
VISITING FELLOW PROGRAM FOR MINORITY LIBRARIANS

PURPOSE

The program will provide minority librarians with the opportunity to augment and refine their job skills, to explore new areas in librarianship and to participate in professional development activities in a major academic research library. The primary goal of the program is to increase the number of under-represented minority librarians in managerial, administrative and specialist positions in academic and research libraries, including the research and central divisions of large public libraries. Ultimately, it is hoped, this will contribute to an increase in the total number of minority librarians in academic and research libraries. Furthermore, the program has the goal of helping to make the Cornell University Library a more culturally diverse study and work environment.

ELIGIBILITY

Fellowship applicants must be members of an underrepresented ethnic group, hold an MLS or equivalent graduate degree and have three or more years experience in an academic, research, special library, or the research or central division of a large public library.

PROGRAM DESCRIPTION

The program is designed to provide fellows with an overview of the organizational structure and operational objectives of a major research library, as well as the opportunity to work closely with experienced librarians and peers in one or several functional areas. Possible combinations of work settings include assignments in public services and technical services; or assignments in a specialized library or collection and a larger general library. A specific action plan will be developed with each fellow, balancing individual career goals, needs of sponsoring units and the overall goals of the Cornell University Library. Fellows will also participate in committee work, administrative assignments, seminar programs, workshops, and other professional activities.

Duration of program: may range from several months to one year, depending on the availability of the fellow and any commitment to a "home" or sponsoring institution. It is anticipated that some applicants will be able to secure leave from institutions to which they will return, while others may be in the process of changing positions.

continued...

Compensation: to be negotiated on the basis of level of experience. It is anticipated that in some cases fellows will be able to secure full or partial funding for leaves from a "home" institution. Cornell University Library will work with those institutions to facilitate appropriate support.

Exchanges: may be worked out if appropriate Cornell University Library staff are available.

Institutions as well as individuals interested in the professional development opportunities represented by this program are encouraged to contact:

Caroline Spicer, Director
CUL Minority Fellowhip Program
104 Olin Library
Cornell University
Ithaca, NY 14853-5301
(607)255-7033

THE FELLOW'S PROGRAM of the NATIONAL LIBRARY OF CANADA

Revised April 23, 1990

In 1985, the National Library wrote to the Canadian Association for Research Libraries, the Provincial and Territorial Library Directors' Council, the Council of Administrators of Large Urban Public Libraries and to library association newsletters to announce that it would be pleased to have library staff on sabbatical or study leave come to the National Library to carry out projects of mutual interest.

The National Library publicized the procedures to be followed, along with descriptions of a number of projects that it considered important, not only for the Library itself but also for the Canadian library community. These

consisted, for example, of Conspectus verification studies related to Canadian subjects; a study of the acquisition, preservation, control and access to annual reports, a specific and important category of "grey" or "ephemeral" literature; and the compilation of a directory of Canadian ethnic publishers and publications (materials published in languages other than English or French).

At the same time, the Library encouraged librarians to propose their own studies and projects. These could be discussed with National Library staff in relation to their relevance to the development of libraries and library research in Canada.

From the outset, the National Library made it clear that it could not fund the librarian or the research. The Library agreed to provide facilities (office or space, equipment, telephone, etc.), appropriate administrative/secretarial support, training and professional assistance and advice. The Fellow would have to find financial support for travel to and from Ottawa, housing and personal expenses.

The purpose of the program was fourfold: to encourage the undertaking of studies that were considered important by the National Library not only for its internal operations but also for the Canadian library community; to provide an opportunity for librarians eligible for sabbatical and study

leave to develop a project with the support of the National Library; to introduce librarians from the field to the role, responsibilities and workings of the National Library; to provide National Library staff with the opportunity to learn from the field through working with librarians from different library sectors and different parts of Canada. The program favoured Canadians, but did not exclude librarians from other countries.

III. Results to Date

Since 1986, the Library has welcomed four fellows: Angela Bridgland, a professor of library science from Australia (February - May, 1987); Donna Signori from University of Victoria (July - September, 1987); Madge McGowan, from University of Alberta and now Chief Librarian, University of Windsor (October 1988-April 1989); and Eirene Landon, York University (October 1989 - August 1990). Charlotte McLaurin, Concordia University, will arrive in June 1990 and stay until the end of August 1990. Roy Bonin of Laurentian University was a Fellow in 1992.

Each person has been involved in quite distinct and varied projects. Angela Bridgland assisted with the analysis and planning needed to develop a staff development program; Donna Signori developed the Conspectus verification tool for English Canadian Literature from 1914; Madge McGowan worked with the Collection Management Policy Team and did an

extensive study of incoming interlibrary loan requests for serials; and Eirene Landon is analysing the needs of teacher/librarians and practitioners serving the disabled school community to ensure effective subject access to curriculum materials and curriculum support materials in alternate formats. Charlotte McLaurin will assist with the implementation and promotion of the National Library's new collections guidelines, including their impact on Canadian university libraries.

To date, the Fellows and National Library staff have endorsed the appropriateness of the objectives and the effectiveness of the program. Both have experienced the benefits of the studies themselves and of the exchange of views and experience that the program fosters. The integration of a practitioner from the field into the planning and development of programs policies and guidelines has added an important dimension to the National Library's work, and the Fellows themselves, according to discussions and interviews for National Library News, have been positive, indeed, enthusiastic about the program for the personal and professional benefits it has provided. The National Library also gains from being better known and understood, when the librarians return to their own institutions and communities.

The program has been publicized and administered by the Director of External Relations. Individual Fellows are attached to the area in which the work will take place and are integrated into the operations of that branch during their stay. In many cases, the Fellows also work closely with a departmental or advisory committee, with the result that they are exposed to many parts of the Library.

IV. The Future

In reviewing the program, the staff has realized that the present Fellows program should again be promoted and made better known, not only to academic librarians, but also to public and special librarians.

With the establishment of the Library Development Centre, and the introduction of liaison officers, it is hoped that there will be greater opportunity for librarians across Canada to contribute to the National Library's knowledge and experience of the field. Staff exchange programs, supported by such existing programs as the Public Service Commission's Interchange Canada are being explored, along with the expansion the National Library's Work Assignment Program to include library staff from within the federal library community. The Fellows program, tailored specifically to those who are eligible for sabbatical leave or research

grants, will again be publicized through library association newsletters and the distribution of a brochure.

At this time, it seems best for the National Library to build on its present strengths in the professional field, through the Fellows Program and, in the literary and musical field, through its collections and services and Public Programs and Cultural Events.

April 1990

SYSTEMS AND PROCEDURES EXCHANGE CENTER

OTHER RELATED PROGRAMS

PROFESSIONAL DEVELOPMENT PROGRAM

UNIVERSITY OF ILLINOIS AT CHICAGO LIBRARY
UNIVERSITY OF CHICAGO LIBRARY
NORTHWESTERN UNIVERSITY LIBRARY

October 23, 1992

Dear Planners:

Recently a member of the Governing Board for the Professional Development Program had asked you to participate in planning a seminar in the program, and you have agreed to do so. We appreciate your willingness to participate, and want to let you know about plans for the coming year.

We are beginning the fifth year of the program. Previous years have been highly successful and we want to build on that success. The objectives for the Fellows and the goals of the seminar format of the program are:

> Increase the Fellows' knowledge of the functions, operations, and issues of research libraries. The context of the three libraries enhances the breadth of this knowledge.
>
> Develop the Fellows' appreciation for the fact that there are no easy solutions to many of the problems we face in operating research libraries and that often there are no single, correct solutions. At the same time, there are common principles, goals, and objectives.
>
> Improve the Fellows' communication skills, so they can be more effective in interacting with other librarians and improve their skills in consultative and collaborative situations, and therefore make them more productive librarians.
>
> Provide opportunity for interaction with senior staff, as well as with librarians at all levels.
>
> Develop the confidence of the Fellows in their professional knowledge and skill.
>
> Provide for the Fellows an introduction to potential career paths.
>
> In addition to the above, the program should also develop stronger professional relationships within libraries and among the libraries. These relationships can improve operations within a library, and may very well contribute to increased inter-library cooperation among the libraries.

In order to continue the PDP in a lean budget year without the outside funding available in past years, several changes have been made. The sessions will be held at the participating institutions, with participants being responsible for their own lunches and travel expenses. Sessions will, as a rule, be held for one day rather than for two days. Programmatic changes also include more participation by the Fellows in the planning and development of seminar topics.

The schedule for the 1992/1993 Program, as well as a list of the Fellows are enclosed. In the past, planners have usually met twice for planning purposes before each seminar.

I look forward to meeting with you in the coming year. Your involvement in the program is critical to its success, and I want to support your efforts in any way I can. If you have any questions, you may call me at (312) 413-2594 or e-mail U24947@UICVM.

Sincerely,

Karen J. Graves
Program Director

KJG/jb

cc: Sharon A. Hogan
Gerald Munoff
Lance Query

PROFESSIONAL DEVELOPMENT PROGRAM

UNIVERSITY OF ILLINOIS AT CHICAGO LIBRARY
UNIVERSITY OF CHICAGO LIBRARY
NORTHWESTERN UNIVERSITY LIBRARY

Program Schedule
1992 - 1993

Library Tours

University of Illinois at Chicago	September 18, 1992
University of Chicago	September 23, 1992
Northwestern University	September 29, 1992

Seminars

Seminar 1:	Access to Collections Planners: Bob Daugherty (convener) Kathryn Deiss Pat Wilcoxen	October 19, 1992
Seminar 2:	Collections Management Planners: Gene Wiemers (convener) Kate Carpenter Frank Conaway	November 10, 1992
Seminar 3:	Preservation Planners: Sherry Byrne (convener) Joan Fiscella Richard Frieder	December 8, 1992
Seminar 4:	Library Users Planners: Betsy Baker (convener) William G. Jones Pat Swanson	February 9, 1993
Seminar 5:	Automation Planners: David Bishop (moderator) John Berry	March 2, 1993
Seminar 6:	Human Resources Planners: Denise Weintraub (convener) Darlene Ziolkowski Lance Query	April 13, 1993
Seminar 7:	Director's Potpourri Planners: Sharon Hogan Gerald Munoff Lance Query	May 4, 1993

University Libraries
University of Nebraska-Lincoln

November 1991

Library Internship Policy

An internship program is a structured situation of temporary duration designed for an educational and experiential end. It is usually aimed at the newer members of the staff as a means of providing experience or exposure to certain library functions and duties not frequently available to beginning professionals.

Purpose

The Internship Program in the University Libraries is an in-house internship. It will be located in the Dean's office. The intern will receive substantive administrative experience by participating in the administrative decision-making and problem-solving duties of the Dean of Libraries and the Associate Deans. The intern will work on a special project to be completed by the end of the internship. A project report, possibly suitable for publication, will be completed. Additional duties could consist of some of the following: 1) budget matters; 2) equipment assessment; 3) developing grant proposals; 4) public relations projects; 5) attending Executive Committee meetings.

Through this program the intern will receive a broader base of library decision-making and project-oriented experiences. These experiences will help the intern to become a well-rounded manager in the future and to bring added insight into his/her regular job assignment.

Qualifications and Application

The candidate should have been on the staff a minimum of three years, have had excellent performance reviews in his/her own position and have had no broad based administrative experience in the library. Those who currently hold a position as department chair or higher, do not qualify for the internship.

The intern position will be advertised internally via a Job Announcement. In addition to supplying a vitae, the applicant will fill out an application form which will require a written paragraph where the applicant states why he/she wants the internship, what he/she hopes to gain from such an experience and how he/she expects to balance the requirements of such an Internship with those of his/her regular position.

The comments and signature of the applicant's supervisor and/or department chair are required if they approve the application. If the application is not approved the comments section must be filled out with reasons for not approving the application. The application will then be forwarded to the Dean of Libraries.

Selection

The Dean will make the selection based upon the quality of the candidates' application, as evidenced by the vitae, the stated reasons for wanting the position and the stated priorities in balancing the dual roles. The successful applicant must have excellent yearly evaluations, have shown promise and success in his/her job area and in his/her service to the library. The applicants' supervisor and/or department chair will have input through signing the application form and making comments on the application form. If the supervisor and/or the department chair do not approve the application, they will be asked to discuss the matter with the Dean of Libraries.

The Dean will release the names of all the candidates to the library staff. Individuals may forward comments about each nominee to the Dean for his consideration. The comments are to be in writing. The Dean will inform all candidates of his selection.

Length

The internship will be half time for 1 year beginning July 1. A flexible schedule will be formulated and at the end of the Internship the Intern will return full-time to his/her regular position.

Evaluation

During the course of the Internship Program, the Intern and his/her supervisors will have Informal Communication to ascertain the effectiveness of the Program, how well the Intern is performing his/her duties, planning future projects, and judging the effectiveness of the Intern in fulfilling his/her duties in the regular job on a part-time basis. [A revised job description should be made for the internship year.] At the end of the Internship Program, the Intern will prepare a comprehensive report on the effectiveness of the Program, what the Intern felt he/she accomplished and the goals fulfilled or not fulfilled and why, and how well the Intern felt he/she net the obligations in his/her regular position on a part-time basis. At the same time, the Dean of Libraries and the Associate Deans will fill out a report, to be put in the candidate's personnel folder, evaluating the Intern on his/her performance, commitment to the program, the merits of the goals set at the beginning of the Internship and how well the Intern met these goals. The regular yearly evaluation will also be done by the supervisor of the intern's regular job.

University Libraries
University of Nebraska-Lincoln

Application for Internship Program

Position Applied for	Date
Name	Current Position
Department	Immediate Supervisor

==========

Fill in the following information or attach a recent resume (for * I & II)

I. Education:
School/Institution Years Diploma/Degree Major

II. Work Experience:
Current Responsibilities:

Previous Relevant Work Experience:

III. Other Activities (current and projected; e.g., committee assignments, course work, and other commitments):

Name _____Position Applied For_____

IV. Why do you want to participate in this program; what do you hope to gain from the experience; and how do you expect to balance the 1/2 time in the internship program and the half-time in your regular position?

Name _____Position Applied For_____

V. From the list of possible intern duties found on the Job Announcement, which one or ones would you be interested in pursuing? Are there other duties not listed that you would be interested in pursuing as an Intern?

Name _____Position Applied For_____

VI. The Review Committee has permission to review my Personnel File.

_____ _____
Date Applicant's Signature

==========

Comments by Supervisor:

_____ _____
Date Supervisor's Signature

==========

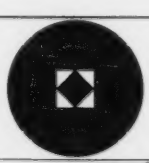
Comments by Department Head:

_____ _____
Date Department Head's Signature

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

Selected Readings

Coburn, Louis. *Classroom and Field: The Internship in American Library Education.* Flushing, NY: Queens College Press, 1980.
This publication contains a theoretical and historical examination of the role of internships in graduate education with a specific look at the Queens College internship program.

Dougherty, Richard M. and Wendy P. Lougee. "Research Library Residencies: A New Model of Professional Development." *Library Journal* (July 1983): 1322-1324.
This article describes the origins of the post-graduate residency program at the University of Michigan Library.

"Guidelines for Practices and Principles in the Design, Operation, and Evaluation of Post-master's Residency Programs." Adopted by the Association for Library and Information Science Education, October 9, 1992. [Included in this publication]
This document outlines general features of post-graduate residency programs, the roles and responsibilities of both the employing institution and the resident, as well as, general recruitment and evaluation criteria.

Gwinn, Nancy E. "CLR Academic Library Management Intern Program: A Symposium: The First Two Years." *The Journal of Academic Librarianship* 6 (September 1980): 196-207.
This article describes the development and operation of the Council on Library Resources Academic Library Management Intern Program (mid-career fellowship) with reviews by eight participants.

Howden, Norman. "Practicums and Field Experiences." *Journal of Library Administration* 16 (1992): 123-140.
This article examines how library schools prepare graduates for non-traditional specializations such as archives, records management, and computer industry with a summary of a 1989 survey of ALISE members on internship programs.

"Internships in ARL Libraries." *SPEC Kit* 79. Washington, DC: The Association of Research Libraries Office of Management Services, November/December, 1981.
This SPEC Kit contains a summary of a 1981 survey of ARL libraries, and related program documents on various types of field experience programs including staff exchange opportunities.

Leonard, Barbara G. and Donna Z. Pontau. "Sculpting Future Librarians Through Structured Practicums: The Role of Academic Librarians." *The Journal of Academic Librarianship* 17 (March 1991): 26-30.
This article summarizes a 1988 survey of recent library school graduates from San Jose State University on their experience in internship programs and presents an ideal reference internship model based on the survey results.

Mitchell, Caroline A. "The Council on Library Resources Academic Library Management Intern Program." *Library Administration & Management* 6 (Winter 1992): 29-35.
This article provides an overview of the CLR Academic Library Management Intern Program (a mid-career fellowship), with selected interviews with former interns and host directors.

Monroe, Margaret E. "Issues in Field Experience as an Element in the Library School Curriculum." *Journal of Education for Librarianship* 22 (Summer/Fall 1981): 57-73.
This article examines issues related to various forms of graduate internship programs in library and other professional education programs, including an exploration of the role of learning theory.

Sherby, Louise S. "The Management Intern Program at the Columbia University Libraries." *C&RL News* (July/August 1987): 406-408.
This article describes the Columbia University Libraries Management Intern Program (a mid-career fellowship) designed to introduce experienced library staff to the responsibilities of senior management positions.

Strubbe, Lisa Aren and Diane G. Schwartz. "A Two-year MLS Internship Program." *C&RL News* (September 1988): 504-508.
In this article, a former Library Associate describes her experience in the two-year graduate internship program at one of the University of Michigan libraries.

Trumpeter, Margo C. and Paul Gherman. "A Post-master's Degree Internship Program." *Library Journal* (June 15, 1980): 1366-1369.
This article reports on a meeting between Deans of graduate library schools and personnel officers in large academic libraries regarding their expectations of new librarians with a review of the history and early models of post-graduate residency programs.